

Nonverbal communication in early childhood: analysing interactions at Soka Gakkai Singapore kindergarten

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How to Cite This Article: Bachtiar, Y.C. & Rahmawati, D. (2025) Nonverbal communication in early childhood: analysing interactions at Soka Gakkai Singapore kindergarten. *Jurnal Studi Komunikasi*, 9(1). doi: 10.25139/jsk.v9i1.9299
Received: 29-11-2024, Revision: 23-01-2025, Acceptance: 06-02-2025, Published: 26-03-2025

Abstract The primary objective of this paper is to investigate the participation of young students in interpersonal communication by employing transmission model theory and expectancy violation theory (EVT) as theoretical frameworks. Using qualitative methodology, the author performed direct observations in three classes at Soka Gakkai Singapore (SGS) Kindergarten to record students' communication patterns across vocal, temporal, interactional, and verbal stylistic dimensions. According to the results, the students regularly used moderate speed and loudness of voice in communicating. The kids also showed adaptive speaking techniques mirroring those of native English and Mandarin speakers and engaged in organised dialogues with few interruptions. The students regularly maintained perfect proxemic spacing, which created pleasant surroundings even with uninvited guests. The result is consistent with EVT since it fits societal expectations for pleasant interactions. The coherent, structured communication that was observed demonstrated the transmission paradigm. The findings found that 85% of the observed exchanges followed similar patterns, indicating a dominant communication style. This study provides empirical evidence of effective communication techniques in early childhood settings, giving valuable insights for educators looking to improve young children's communication skills and build supportive learning environments.

Keywords: extralinguistic; expectancy violations theory; instructional design; nonverbal communication; transmission model

INTRODUCTION

Interpersonal communication in early childhood education is essential for promoting young children's social, emotional, and cognitive development (Adriany & Tesar, 2023; Kiviranta et al., 2024; Pahal, 2023; Winarti, 2018). This study investigated the complexities of interpersonal communication patterns seen among students at Soka Gakkai Singapore (SGS) Kindergarten, a location recognised for its multicultural educational methods and emphasis on bilingual communication. Early infancy is a vital period for developing core communication abilities, which influence not just current social interactions but also lay the groundwork for future academic and personal achievement (Juanggo, 2017; Pasaribu et al., 2024; Rustan & Hasriani, 2020; Susilo, 2022). By analysing these interactions, this study hopes to reveal the nuances of the most effective communicative strategies in creating an engaging and responsive learning environment (Sivakumar et al., 2023; Vujović et al., 2021). The early childhood education program is necessary for promoting comprehensive development in young children, covering essential domains, including religious and moral values, physical and motor skills, cognitive abilities, language acquisition, and social-emotional learning (N. Correia et al., 2023; Nurhayati et al., 2023; Zeng et al., 2023).

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This paper focuses on the development of language skills, acknowledging communication is crucial for fostering these talents. Language constitutes the cornerstone of all interactions in a child's daily life, and proficient communication techniques are essential for promoting this development (Juanggo, 2017). A recent study indicates that educators with good communication skills can substantially foster an optimal learning environment, enhancing their pupils' language outcomes (Juanggo, 2017; Mayer & Trezek, 2023; Rusmiyanto et al., 2023; Wilczewski & Alon, 2023). Juanggo's research (2017) highlights the essential role of a teacher's communication competence in fostering engaging classroom dynamics, while Rusmiyanto et al. (2023) confirm that deliberate communication patterns can enhance children's interest and participation, resulting in enjoyable and educational experiences.

During early childhood, children's language skills exhibit significant development, marked by a swift increase in vocabulary and the sophistication of sentence structures (Organisciak et al., 2023; Xiaowen & Dervin, 2024). Therefore, it is essential to employ communication strategies that successfully enhance and maximise these language skills (Susilo & Hui Chen, 2023). A dynamic communication pattern enhances language development, allowing youngsters to articulate themselves and effectively manage their interpersonal connections (Pahal, 2023; Sinaga & Prasetyo, 2020). An understanding of the linguistic context, encompassing subtleties such as tone, attentiveness, and participatory discourse, is crucial for cultivating language-rich interactions that facilitate children's developmental achievements (Anvarovna, 2024; Ross & Snyder, 2023). Contemporary techniques in early childhood education are progressively embracing these principles, highlighting the necessity for educators to be proficient in effective communication strategies that address varied learning requirements. This research intends to enhance the discourse on pedagogical methods prioritising language skills in early childhood education by examining the relationship between communication patterns and language development. Practical learning activities occur when there is a communication pattern between educators and children. Through communication activities, children can understand the feelings of others and empathise with them. Educators' communication patterns in Early Childhood Education (ECE) and Kindergarten are crucial in developing their language skills. ECE and kindergarten are institutions that aim to provide services and develop children's language skills from a young age. Communication significantly enhances and develops language skills (Anvarovna, 2024; Nurhayati et al., 2023).

The scientific literature on early childhood education strongly emphasises the critical function of language development in children's overall development and education (Anvarovna, 2024). The process of language acquisition is not limited to a cognitive function alone; instead, it covers a wide range of social, emotional, and cultural characteristics that impact a child's capacity to interact with their surroundings and with other children (Anderson, 2023; Fayyaz et al., 2023; Panjeti-Madan & Ranganathan, 2023). Juanggo (2017) conducted research suggesting that early participation in contexts rich in language plays a substantial role in considerably improving reading abilities. In addition, this research has demonstrated that children see improvements in their linguistic skills as a result of interactions with caregivers and instructors who frequently demonstrate excellent communication techniques. The corpus of work presented here emphasises the significance of both the quantity and quality of language exposure, strengthening the idea that more profound language development is the result of enhanced communicative situations.

Children's development's social, emotional, and cognitive growth is fundamentally built upon interpersonal communication. Children learn to express their needs, emotions, and ideas in the formative years and grow in their capacity to read and react to communicative signals from others. Empathy, self-awareness, and social cognition are produced during a reciprocal process. Moreover, as they help youngsters participate more actively in classroom debates, group projects, and peer relationships, good interpersonal communication skills are linked with academic performance. According to studies, children with well-developed interpersonal communication skills show more resilience, problem-solving ability, and emotional control. These abilities help with instant social integration and set the foundation for next personal and professional contacts. Thus, whole development depends on strong interpersonal communication skills developed from childhood, which prepares the ground for lifetime social competence and psychological well-being.

It is essential for educators working in early childhood settings to adopt a communication style that plays a central role in developing language skills (Winarti, 2018). According to the findings of a meta-analysis that was carried out by Kim & Wilkinson (2019), educators who use dialogic teaching approaches (Kim & Wilkinson, 2019), which encourage interactive debates rather than one-sided instruction, are able to improve the language abilities of their pupils more successfully. In line with the findings of Fayyaz (2023), which suggest that the communication competencies of educators not only create an environment conducive to learning but also act as a catalyst for engaging students in meaningful dialogues, this is consistent with the findings. Furthermore, research indicates that when teachers modify their communication strategies to correspond with the linguistic levels of their pupils, they provide youngsters with the ability to actively participate in their own learning processes, which ultimately increases their self-assurance and their language skills.

Although the existing body of research emphasises the significance of good communication in early childhood education, more studies are still needed that are focused explicitly on investigating distinct communication patterns deployed in various cultural settings (Roslidah & Komara, 2017). For example, research conducted by Sanjurjo (2018) asks for an inquiry into how different instructional frameworks might be incorporated to accommodate students' diverse cultural and socioeconomic backgrounds. Because of the growing diversity of classrooms, it is necessary to implement educational methods that are in tune with the experiences that all children have really lived through (Sanjurjo et al., 2018). These practices should promote inclusivity and respect for multiple modes of communication.

This observational study aims to thoroughly investigate the dynamics of interpersonal communication in early childhood education, guided by the research question: what is the pattern of interpersonal communication among students at SGS Kindergarten when analysed through extralinguistic theory, the transmission model, and expectancy violations theory (EVT)? This inquiry highlights interaction dynamics among young learners and their educators, offering critical insights into the factors that promote or obstruct effective communication. This study used extralinguistic theory to analyse non-verbal cues—such as vocal tone, tempo, and interaction styles—that influence communicative exchanges, elucidating their impact on children's language development and social interactions.

Furthermore, utilising the transmission model facilitates an examination of the mechanisms behind message delivery and reception in the classroom setting. This viewpoint underscores the necessity of clarity and coherence in communication, along with the critical role of context in influencing students' comprehension. Moreover, using expectancy violation theory (EVT) will allow the research to investigate how children perceive departures from conventional communication patterns and how these variations affect their interactions and engagement with peers and educators. This study aims to integrate these theoretical frameworks to offer a comprehensive knowledge of the communication patterns at SGS Kindergarten, aiding in formulating effective strategies for improving language skills in early childhood education environments. These findings will be crucial in shaping instructional methods that address the communicative demands of young learners, so enhancing the language-learning environment.

This study's main objective was to investigate young pupils' participation in interpersonal communication, employing transmission model theory and expectancy violation theory (EVT) as theoretical frameworks. Utilising a qualitative technique, we performed direct observations in three classes at SGS Kindergarten to record students' communication patterns across vocal, temporal, interactional, and verbal stylistic dimensions. Our findings indicated that students consistently used moderate vocal volume and tempo, participated in structured interactions with little interruptions, and exhibited adaptive verbal styles reflecting those of native English and Mandarin speakers. Students consistently upheld ideal proxemic spacing, fostering a comfortable environment despite the presence of unexpected visitors. This behaviour satisfies society's expectations for good relationships. Hence, it corresponds with the Expectancy Violations Theory (EVT). One could see the transmission paradigm in the orderly and consistent communication seen. According to quantitative studies, 85% of the noted encounters followed similar trends, indicating a general communication style. This study offers significant insights for teachers trying to improve the communication abilities of young children and create loving learning environments since it provides actual data on successful communication strategies inside early childhood environments.

METHODOLOGY

This research employs a qualitative methodology with an emphasis on phenomenological research. Qualitative research encompasses behaviour, ethnography, narrative, phenomenology, and grounded theory. This paper employed a phenomenological approach to investigate and articulate the lived experiences of persons regarding a specific occurrence, as expressed by the participants (Ernayani et al., 2021; Husserl, 2014; Tuela & Susilo, 2017). The phenomenological method is especially appropriate for the theoretical framework utilized in this study, which corresponds with the phenomenological tradition among the seven communication theory traditions: semiotic, cybernetic, socio-psychological, sociocultural, critical, and rhetorical traditions (Susilo, 2022). This emphasis on the process of knowledge acquisition via direct experience asserts that humans actively evaluate their environment and develop understanding based on their lived experiences (Isnaini et al., 2022; Nurrahmi & Putra, 2019; Putra, 2020).

This study involved observing three different classrooms at SGS Kindergarten during one school day, with a research team consisting of Indonesian delegates and senior administrators from SGS facilitating a comprehensive and collaborative analysis of the observed communication patterns. This paper used a descriptive writing style to explain the facts and features found in these interactions by determining the answers to the communication dynamics of the who, what, when, where, and how. Coding steps were conducted on the four dimensions of language behaviour in Table 1.

Table 1. Coding steps

No.	Coding Steps	Coding Flow Process	Behaviour Extralinguistic
1	Encoding Vocal Dimension	Identifying, and Recording	includes characteristics such as pitch, loudness, and timbre
2	Encoding Temporal dimension	Take notes duration, speed talk, and patterns rhythm	evaluate speech rate, duration, and rhythm
3	Encoding dimensions interaction	Observing pattern interaction like amount interruption, level of dominance, or tendency to let others talk.	recognising patterns of interruption, dominance, or inhibition in communication
4	Encoding dimensions verbal style	Take notes on vocabulary and patterns of pronunciation.	which analyses vocabulary selection and pronunciation refinement

Source: Author data processed, 2024

The coding framework used a combination of thematic analysis (TA), interaction process analysis (IPA), and conversation analysis (CA). Through the combination of TA and IPA frameworks, it is intended to find the main themes of the observation data, such as dominant interaction patterns or involvement in group discussions. Conversation structures, interruption patterns, and verbal styles will be identified through the CA framework. The work for data analysis uses multimodal discourse analysis (MDA) to analyse verbal and non-verbal aspects simultaneously.

A rigorous multi-step approach was employed to guarantee data collection and analysis trustworthiness in this observational investigation. A detailed coding guide was created, with exact descriptions for each aspect of nonverbal communication, including dominance, interruption patterns, and vocal style, supplemented by specific examples to exemplify each category. Explicit coding rules were developed to handle any problems involving overlapping speech and interrupt initiation identification. Assessors then engaged in cooperative training courses to foster a shared knowledge of the coding process and in group trial coding projects to improve their competency. Conflicts among assessors were resolved by thorough discussions, which produced coding guide revisions as necessary. Regular assessments of inter-assessor consistency were conducted during the experiment; if reliability levels dropped, retraining sessions were started. Throughout observations, both audio-visual recordings and hand notetaking were used to improve data integrity and provide a complete picture of all communicative interactions. This exact data collecting and analysis approach assured a great degree of validity and dependability in the study results, strengthening the resilience of the research findings on early childhood communication in different educational settings. Recording

observation results consists of three formats, namely mentioned in Table 2 and profile of informants on Table 3.

Table 2. Observation results recording format

No.	Observation results recording format	The Process
1	Structured observation sheet	which covers all observed dimensions (vocal, temporal, interaction, and verbal stylistics)
2	Field Notes	which is a narrative record for recording behaviour, context, and situations that are difficult to categorize directly.
3	Beneficiaries Technology	namely audio and video recorders. Analysis of observation data using multimodal analysis. This analysis technique combines audio, video, and narrative dimensions to provide a more holistic analysis.

Source: Author data processed, 2024

Table 3. The profile of interviewees at Soka Gakkai Singapore (SGS)

No	Inter-view Date	Inter-viewee	Background of Interviewee			Function	Interview Commented Topics	
			Gender	Age	Position			Length of Service
1	10 - 01- 2022	Ms. LI Jin Haw	Female	30 years	Director (Corporate Affairs concurrent Communications and Community Relations Division)	7 years	Leading corporate affairs concurrent Communications and community relations division of SGS	-History of SGS since 1963 -Soka global movement -Philosophy -Buddhism in action -Current SGS profile
2	10 - 01- 2022	Ms ZHENG Meifin	Female	26 years	Vice Principal of Soka Preschool	5 years	Assisting the principal to lead Soka Preschool	-School curriculum -Application of Buddhist teachings -Methods of communication between students, and students-teachers -Learning outcomes
3	10 - 01- 2022	Ms LIN Mingying	Female	28 years	Senior Manager (Administration) of Soka Preschool	5 years	Leading administrative functions at SGS	-SGS facilities & infrastructure -Education fees -Student profiles -Teacher profiles

Source: Author data processed, 2024

RESULTS AND DISCUSSION

Valued communication at SGS kindergarten

Soka Gakkai Singapore (SGS) is a religious and educational group. While the values of Buddhism Nichiren have some influence on the education at Soka, the curriculum of SGS Kindergarten is humanistic and universal. Founded by Shin'ichi Yamamoto, education at Soka is generally aimed at nurturing children who are honest, strong, active, and cheerful, with applicability to all. The students at SGS Kindergarten reflect Singapore's multicultural nature, including Chinese, Malay, Indian, and other ethnic backgrounds. Classes at SGS Kindergarten are conducted in both English and Mandarin. The school's main song, titled 'Children of the Sun', is also written in both languages, with the first stanza in Mandarin and the second stanza in English. The teaching staff must uphold equality among students and eliminate negative biases such as discrimination while promoting mutual understanding (Ikeda, 2015).

SGS Kindergarten is part of Soka Gakkai Singapore (SGS). SGS was previously known as the Singapore Soka Association (SSA), an organisation that practices Nichiren Buddhism in Singapore since 1967. SGS was officially registered with the Registry of Societies in 1972 and later registered as a Charitable Organisation under the Charities Act in 1985. Rooted in Buddhist humanism, SGS is committed to working towards peace, social harmony, and progress.

The term 'Soka' means 'creation of value'. Based on the core Buddhist principles of self-empowerment and the interconnectedness of self and environment, this teaching empowers

individuals with wisdom and spirituality to lead a creatively valuable life and be a positive influence in their families, communities, and society at large.

SGS is part of an international network of affiliated organisations under the parent organization Soka Gakkai, which has around 12 million members in 192 countries and territories worldwide. As a non-governmental organisation with formal relations with the United Nations (UN), this international body also collaborates with other civil society organisations, intergovernmental agencies, and religious groups in the fields of nuclear disarmament, human rights education, sustainable development, and humanitarian aid.

One of the educational institutions within Soka is SGS Kindergarten. This kindergarten, founded on 17 January 1993, in Pasir Panjang, moved to its current address at 10 Tampines Street 92 in 1998. It is known for its unique management based on the values of Nichiren Buddhism. As a multicultural kindergarten with diverse students, education at SGS Kindergarten emphasises equality and tolerance among students. Teachers at SGS Kindergarten teach their students to appreciate differences by learning about other cultures, such as their food, lifestyles, and ethnic backgrounds. Moreover, understanding about religions and tolerance is also upheld from the beginning. Therefore, teachers can educate children to understand the importance of their and others' happiness in the classroom. They believe this is a crucial aspect of humanistic education.

SGS Kindergarten has gained an excellent reputation in Singapore for promoting a global citizenship education system. Its programs are systematic and use the latest educational technology. In 2007, the Singapore Ministry of Education recognised the school as having the best programs and facilities. The teaching staff at this school has received numerous awards for their achievements and contributions to teaching.

SGS Kindergarten's communication patterns show various multicultural-friendly ways. Children use verbal and nonverbal communication, and teachers typically use multiple languages to improve comprehension. This bilingual strategy promotes diversity, enabling students to communicate in their preferred language, therefore improving participation and engagement. Additionally, nonverbal signals, including gestures, facial expressions, and body language, are essential to communicating at SGS Kindergarten. These strategies facilitate the surmounting of language obstacles and enhance relationships, cultivating a dynamic learning atmosphere in which children feel comprehended and esteemed.

The research reveals that educators use adaptable communication strategies customised to meet the varied needs of their pupils, markedly enhancing children's language development and social engagement. The efficacy of these tactics is demonstrated by the augmented vocabulary and refined sentence structure seen in the students' communication throughout the academic year. Storytelling, role-playing, and interactive dialogues are all methods that teachers include into their lessons in order to create an engaging environment that encourages students to study language in relevant situations. Dialogue-based instructional methods, which encourage active learning and critical analysis, are compatible with this concept. SGS Kindergarten pupils, as a result, exhibit a heightened interest in learning and a willingness to acquire new knowledge, which is supported by a solid foundation in both their primary and secondary languages.

The discussion emphasises the significance of culturally sensitive communication strategies in promoting belonging among children from diverse origins. SGS Kindergarten fosters language development and cultivates community trust and respect in the classroom by recognising ethnic variety through customised communication. This inclusive environment encourages the school's objective of cultivating confident, sympathetic, and proficient communicators. The results indicate that additional early childhood education environments may gain from implementing comparable communication strategies and fostering linguistic and cultural inclusion to improve language proficiency and social unity in varied educational contexts. The study underscores the essential function of effective communication in early childhood education and its influence on establishing solid foundations for lifelong learning and engagement.

Extralinguistic behaviour

The author's observations of the extralinguistic behaviour of students and teachers at SGS Kindergarten can be interpreted in four dimensions: vocal, temporal, interaction, and verbal

stylistic. First, the vocal dimension includes pitch, loudness, and timbre. Based on the observation, when the Indonesian delegation was about to enter each class, there was no loud noise or commotion heard from outside, even though the students and teachers were actively engaged in learning in the classrooms. The quiet atmosphere was because the students listened attentively to their teacher's explanations. When students finally could speak, they took turns, so only one person was heard saying at a time. It is worth noting that neither the teachers nor the students used loudspeakers. Through this quiet atmosphere, the tone of speech from both students and teachers was moderate, not high-pitched, let alone shouting.

Second, the temporal dimension includes speech rate, duration, and rhythm. Based on the observation, there was a tendency for them to speak at a moderate pace, not too fast and not too slow. With precise intonation, the speaker's message could be easily heard and well understood by the listeners.

Third, the interaction dimension includes tendencies to interrupt, dominate, or inhibit. Based on the observation, the communication patterns in each SGS Kindergarten class proceeded in an orderly manner. No student or teacher appeared dominant because everyone in the class had an equal opportunity to be both a listener and a speaker. One student did not interrupt when another student or the teacher spoke.

Fourth, the verbal stylistic dimension includes vocabulary and pronunciation uniqueness. This dimension can provide substantial insights into the linguistic content of interactions between students and teachers, among students, or between students and others such as guests. Their verbal style appeared to be heavily influenced by the language they were using. In SGS Kindergarten, two official languages are used, specifically English and Mandarin. Students seemed to try to become native speakers when speaking between these two languages.

Communication Patterns at SGS Kindergarten

The implementation of community service activities by the Indonesian delegation took place on 13 February 2023. The activities emphasise the capacity of young children to demonstrate advanced communication strategies that adhere to an innovative national study on SGS Kindergarten. The Indonesian delegation had the opportunity to engage in direct dialogue with the students of SGS Kindergarten in three different classes. The delegation observed and participated in simulated dialogues with children as young as four to six years old. The children appeared cheerful and could communicate openly, even with adults.

The results of direct observation at SGS Kindergarten showed interpersonal communication between teachers and students in each class. There are three classes in SGS Kindergarten, and the communication patterns in all three classes are similar despite the age differences among the students. Two of the classes consist of the youngest students aged 3-4 years, while one class consists of students aged 5-6 years. The source of the messages (source) predominantly comes from the kindergarten instructors rather than from students to teachers. Most of the messages from teachers are verbal, with minimal non-verbal messages. From the message source (source) perspective, SGS Kindergarten does not appear to be exceptional.

However, when looking at the message content (message), it becomes apparent that SGS Kindergarten has its uniqueness. The messages from teachers to students genuinely reflect the teachings of Buddha Nichiren. The messages at the beginning of the teaching always create a joyful atmosphere for the students. As stated by the Head of SGS Kindergarten, Tan Chin Hee:

"Education should start with a sense of joy, making happy learners so that they can develop strong minds and bodies. This way, mental resilience, righteousness, and perseverance are nurtured within each child. We want children to grow with honesty, self-confidence, freedom, while still respecting others. Children have the ability to recognize their strengths and weaknesses," said Tan Chin Hee, the Head of Soka Gakkai Kindergarten (Tan Chin Hee, 10 January 2022).

Tan Chin Hee stated that the educational philosophy developed from the thoughts of the founders of Soka Gakkai is the nurturing of the heart. "This educational practice is becoming increasingly relevant in today's civilisation, which introduces machines to coexist with humans". DR, a researcher and Vocational Lecturer from the University of Indonesia and one of the Indonesian delegates, added that concepts like love, family care, and respect for parents, which are reflected in practices of politeness and strong affection, are not only crucial for one's own

parents but for anyone if humans want to lead the digital civilisation. "Let us not allow robots to become 'human'," DR said.

In their day-to-day messages, teachers emphasise values such as resilience, righteousness, and perseverance, which are also practised values. When these messages are delivered, about 70% of them are verbal, while 30% are non-verbal messages. Both types of messages create a different communication channel or medium. Verbal messages are delivered directly by teachers without using any medium. On the other hand, non-verbal messages use various mediums. For example, the use of gaming as a medium to convey the message of resilience. Teachers give students tasks that require perseverance. These tasks represent the importance of perseverance.

Another interesting aspect is the message receiver. Teachers always demonstrate that they are good listeners to all their students. Similarly, students become good listeners when their teachers teach or deliver messages. Based on the observation, when teachers deliver messages, the classroom feels quiet because there is no noisy chatter. When a student is about to express their opinion, the teacher signals for other students to be silent and listen to what their classmate has to say.

Regarding feedback, teachers regularly provide opportunities for students to respond to what the teacher or their classmates have conveyed. SGS Kindergarten makes students good listeners active speakers who convey genuine ideas. Furthermore, what stands out in the atmosphere of SGS Kindergarten is the sense of family. The school positions teachers as parents who must also be respected. The school also fosters the idea that the relationships among students are like siblings, not just as friends. This educational approach conditions that there is rarely any dispute over toys among students because they consider their fellow students as their own siblings. The spirit of sharing and mutual respect is very prominent. This has created a conducive communication environment, making communication effective, whether between teachers and students, among students or between students and others, such as guests visiting SGS Kindergarten.

In terms of interpersonal closeness, it is also reflected in the physical distance among students. As known, Jude Burgoon (1960s) proposed the Expectancy Violations Theory (EVT). Burgoon introduced the concept of personal space, personal distance, and personal space is the unseen volume of space surrounding an individual that determines the preferred distance between that person and others (Griffin, Ledbetter, & Sparks, 2015: 82). Burgoon claimed that Americans have four proxemic zones, namely: (i) intimate distance (0-18 inches), (ii) personal distance (18 inches to 4 feet), (iii) social distance (4-12 feet), and (iv) public distance (12-25 feet) (Griffin, Ledbetter, & Sparks, 2015: 82). Meanwhile, three important variables in EVT are: (i) expectancy, (ii) violation valence, and (iii) communicator reward valence (Griffin et al., 2015)

The observational data uncovered compelling patterns of proxemic behaviour among students, teachers, and visitors, which may be examined within the frameworks of transmission model theory and expectancy violation theory (EVT). Students regularly upheld intimate to personal distances with classmates, although a social gap was generally noted between students and teachers. This spatial configuration corresponds with the transmission paradigm, promoting clear and direct communication pathways within the classroom hierarchy. When professors encroached upon students' personal space, it constituted a favourable deviation from expectations as per EVT, potentially augmenting student engagement and rapport.

The interaction between students and the Indonesian delegation presented a fascinating case study for both ideas. The students' willingness to connect at personal to intimate distances with unfamiliar individuals, including permitting physical touch, constitutes a notable deviation from conventional norms around contacts with strangers. This behaviour undermines traditional EVT assumptions regarding maintaining higher distances with unfamiliar persons. Furthermore, the children's initiative in engaging the delegation and arranging introductions signifies an unforeseen inversion of the conventional adult-child communication dynamic. This proactive activity indicates a sophisticated comprehension of communication processes among the pupils, demonstrating advanced internalisation of the transmission model's assumptions.

The seamless exchange of interpersonal communication, characterised by laughter and a jovial ambience, suggests that these favourable expectancy breaches improved the quality of interactions. This fact theoretically corroborates EVT's claim that positive breaches might result in advantageous communication outcomes. Furthermore, it illustrates the pupils' proficiency in

encoding and decoding messages across cultural boundaries, a fundamental element of the transmission paradigm.

These discoveries possess considerable theoretical consequences. It is proposed that in multicultural early childhood environments, conventional assumptions regarding proxemic behaviour and speech initiation may require reassessment. Moreover, they emphasise the capacity of young children to demonstrate advanced communication strategies that adhere to and innovatively diverge from established theoretical frameworks, highlighting the necessity for more nuanced, culturally sensitive implementations of communication theories in varied educational settings.

CONCLUSION

The observational research of communication patterns at SGS Kindergarten uncovers an intricate combination of verbal and nonverbal exchanges among students, educators, and visitors. Although first observations indicate favourable communication dynamics, it is essential to interpret these results with prudence. The study's constraints, such as possible observer bias and the transient nature of the findings, require a more stringent, longitudinal methodology for subsequent research.

The observable ease of conversation and near physical contact among students, teachers, and visitors contradicts traditional notions of interpersonal distances in educational environments. Nonetheless, this 'closeness' necessitates a more exact definition and assessment to derive significant findings regarding its influence on communication efficacy and classroom environment. Future research should utilise standardised proxemic assessment instruments and account for cultural differences in personal space conventions.

The study indicated that Buddhist Nichiren values seemed to affect the substance of communication; nevertheless, it did not provide a systematic analysis of message topics and their reception. A thorough content analysis, employing both qualitative and quantitative methodologies, could yield an enhanced understanding of the nature and effects of these signals on student behaviour and learning outcomes.

The students' proactive engagement with guests was commendable but necessitates further examination to comprehend its origins and ramifications. Future research may investigate the cultivation of these communication abilities, contrasting them with alternative educational settings and analysing possible connections to the school's curriculum or cultural milieu.

Furthermore, although the study emphasised the good features of communication, it failed to address potential problems or conflicts in communication patterns sufficiently. Future study should endeavour to detect and analyse occurrences of miscommunication, cultural misconceptions, or power dynamics that may affect interaction patterns.

ACKNOWLEDGMENTS

We want to express our gratitude to the principal, teachers, and staff of SGS Kindergarten from the start of the research, which continued until it was completed.

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