

The Developing Pattern of Emotional Quotients by Teacher in Teaching

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Abstract

Teaching and learning process at school should build any competence who student required, whether hard skill or emotional intelligence. Many students are competent in hard skill but weak in self-character. Character improvement need to apply in learning process at class. Emotional quotients education are able to integrated through fun learning, students don't feel a pressure, comfortable in attending a lesson so good knowledge, skill and attitude are expected to reach. This study is aiming to investigate to see description of teacher point of view about activity done by teacher in teaching learning process at class to improve students' emotional intelligence. The study utilizes qualitative approach which use case study towards 22 school teachers in Sijunjung, Indonesia. The data collection use guided interview, and data analysis conducted tematically by using Nvivo version 7.0. The result of the study describes that generally teachers who involve in this study yet conduct emotional intelligence developing score in integrated learning at class.

Keywords: Emotional, School, Teacher

1. Introduction

Educations keep going along with human development. Education world is a tool of high quality human resources fulfilment. Education is a process or efforts which run regularly and in good plan to change and developing expected behaviour. In a country, education is a pillar to guarantee and produce human resources to fulfil the needs of every subject. Towards education, individuals may live regularly, discipline straight, well-behave and also dedicated. According to [1,2] education is a process of change from unskilful to skilful one. Furthermore, education have important role but able to produce new generation with a good character and useful to nations. Character education is not a new thing, however nowadays it becomes main issue in education world. The seeding of character education is hardly can't stand anymore, especially in school learning besides family environment from society. Plenty of deviation such as fighting, drugs, free sex, school skipping, stealing, abortion, lying, impolite assume as a failure education. However, there is a weakness behind that advance. The effect of education yet to seen in daily life of society today. There are still many foul committed by well-educated children. Its supports by the expert that since the falling of Soeharto regime, Indonesians identity seems to drop into lower level. It can be seen through the moral degrading of students from polite to impolite and rough one. Education assumes as less character and unable to produce qualified citizens, whether in academic or well behave. Even though the learning processes still emphasizes and focus to the material. Otherwise, if the learning process conducted with character

education, the output will produce smart and kind hearted students. In other words, through this kind of education the positive character expected to produce students with well Believe to The Only God, fateful, achiever, discipline, responsible, polite, well behave creative and independence.

Based on the importance of character education to guide the thought and related behaviour, so internalization cannot be ignore in education, family, friendship, work, and health [3]. Hence, school need to conduct internalization of that character in school learning. Students who accustomed to be a honest one surely being honest in examination. In contrary, if they are always do cheating, certainly the honestly get heavy challenge. The people who have high value of character will take an exact treatment, and will not dropped into ashamed because the value inside him able to create self-awareness when they facing that kind situation.

One of the effort in character developing is refers to a set of curriculum that able to integrated the values in learning process. The developing of value character can be done through inside learning and students outside activities. The qualified education can be seen in process and the quality of the graduates. Furthermore, the qualified education will produce high quality graduates.

2. Theoretical Framework

2.1. The concept of emotional quotients

Moreover, Goleman explain that there are five domains of emotional intelligence, namely (1) self-awareness, (2)

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self-regulation, (3) motivation, (4) empathy, and (5) social skill. While the importance of developing the emotional quotients already explain by experts around emotional intelligence as told by Goleman that emotional intelligence able to contributes a big success to someone rather than cognitive intelligence. Based on Goleman's study found that emotional intelligence contributes about 80 % towards someone success, while cognitive intelligence only have 20 % contribution.

Besides, [4] also states that individual with lower understanding of their selves, often emotionally unstable if they face sorrow and pressure. That individuals tend to unable to overcome any life challenge, hate critics and peoples' point of view, always quiet and easy to stress emotionally and desperate. The result of those symptoms, will cause them easily trailed by negative impacts, low achievement and less motivated in doing something.

2.2. Developing of emotional intelligence were part of character educations

The term of character educations which used to describe the learning process of various students behavior such as morale, politeness, well-behave, healthy, critical, success, proper or acceptable as social creature. The concept of character educations covers the social terms and emotional in study, moral analysis / cognitive development, life skills educations, health education, violence prevention, critical thinking, ethics analysis, and conflict resolution / mediation. The character building is one of the educational goals. Article 1 states that between all educational goals are developing of student potential to have intelligence, personality, and well behave. The message means that education not just creates smart Indonesians, but also have personality and character, so later the well developed nations will emerge. [5] states that character educations often applied to refers how someone become "good" namely high quality personals as society expected. Based on the goals of national educations to make all citizens have a good character and developing their personal quality. While Thomas Lickonba states that deliberate effort to help people to understand, care, and behave based on core values.

3. Research Methodology

The study uses qualitative approach with case form which aiming to investigate more deeply and detailed about something or the phenomenon that required discovering (Yin, 2004). Case Study research design according to Yin (2004) is researches that involve some phenomenon which not parted with environment context. This method can also help the researcher to understand the complicated problem in wider context.

3.1. Selecting first step of investigation location

Selecting the object of the study categorized in multiple case. The study involves three Senior High School (SMA). These three high schools situated in Sijunjung regency. In selecting the object of study the researchers views that the school are special to investigate. Those schools represents populous high school because they are down town schools, well-achieving and regular school.

3.2. The subject of the study

The subject of the investigation that involves in this case study refers to social situation [6]. They refer to place, actors, and activity which interact sinergically. This situation in the study refers to school, situation, meanwhile the actors are teacher and the activity is learning. Even though to gain comprehensive and quality data in the study, the researcher have involved 22 respondents to interview, ten man for individual and two groups for groups interview.

3.3. Data collection

The researcher uses two ways of data collection, namely individual interview and group focus interview. These interviews runs informally but before executed the respondent already defined [7]. Through the individual interview, researcher found the views of the respondents based on the experience and their own statements.

3.4. Data analysis

The collected data through interview were analysed through descriptive qualitative method. This method involves transcript and verbatim process, reducing and data filter, sub theme management and result elaboration. The verbatim transcript process conducted through the help of audio recording, transcribe, and computer. The conversation would transcript to Microsoft Word. Quantitative analysis enable researcher to look deeper about the phenomenon of the study. In these process, researcher manage the point of theme and known sub theme based on transcript. Next researcher inserts the verbatim transcript into Nvivo version 7.0. Before the result of transcript clear, the data transfer processing done by removing the point into Nvivo program.

4. Result and Discussion

4.1. Results of the study

The data collected through interview (individual/group). In this analysis researcher reports the study about teacher's view in pattern of student emotional intelligence development in learning process. To see this point of view we can picturing out with (i) the form of fertilizing the emotional intelligence at school, (ii) the program designed

by teachers, (iii) The dominant score of emotional intelligence conducted by teacher, (iv) suggestions for conducting emotional intelligence.

4.1.1. *Pattern of execution the developing of emotional intelligence by teachers*

Respondents of the study states that the form of developing emotional intelligence in learning conducted by teacher in real activity is not designed. It can be seen from 22 samples which involves in the study about 16 people said that this activity not conduct in order. As explained by respondent R8ANSOS in following interviews:

R8ANSOS

Internalizations of EQ in learning at school already emerge, but it's not fixed by teacher, only certain teacher who applied it to their students. Only insert it in certain subjects.

The result of the study above strengthen by R5AG who said that the activity of developing the EQ was exist, but not conduct consistently and continued by teacher in learning process. As stated by R5AG :

R 5AG

Fertilizing of EQ was exist, just depend on how we make a correct plan, the accurate one, so the program results a positive impact to the students, if we look now, there is nothing much change to students, maybe because the teacher inserts the EQ unseriously, as they like and whenever they wants and also other teachers doesn't make a support.

Other respondent said a little bit different point of view but seems similar in substance. Respondent said that the form of character value through EQ in learning was done by teacher but the score was too low. Developing of EQ only situated in certain activity and not comprehensively touch the other aspect to improve students' EQ. this problem as expressed by respondent R7SOS2 :

R 7SOS2

....for me the dominant is self-control, empathy and self-introduction are also important and how to view the future. Maybe I am not focus, only if I have much time. In the beginning students directed to emphasize about Asmaulhusna, kind like that...

4.1.2. *The shape of program designed for fertilizing the EQ*

Based on the interview with respondents found that there are several programs planned by school to improve students' EQ in middle school. In general the interview results found that the design is yet run by school to improve their students' EQ in school learning. The EQ development more focus on curriculum design, like (i) student orientations, (ii) camping, (iii) Quick Pesantren, (iv) Jum'at prayer, (v) seven minute preaching, (vi) talent and interest scouting and life skills. It appears from the statement of R1 BI as follows :

R1 BI

If I see, the design created by the school about EQ was not appear, only depends on teacher, but the already exist program only about extra learning such as new students orientation, seven minute preaching, quick pesantren, together prayer, if necessary they are included in local content. In learning process it seems the initiative only comes from teacher.

Meanwhile, the improvement of EQ that designed by school can only be seen in certain subject such as arts, religion, and culture. As told by R5AG:

R5AG

The efforts already exist if we see in details at school learning, however it just done by teacher in the classroom without obvious system and planning that can agreed together and conducted by each teacher in the class.

Several respondents states that improvement of EQ that designed already represent in Minangkabau lesson. The result can be seen from R8ANSOS's statement who said that the designed fertilizing by school only in cultural aspect, as found in the following interview:

R8ANSOS

... if in activity or program mostly about Students' Orientation, seven minute preaching, quick pesantren, and local content such as Minangkabau culture in form of esthetics and behavior learning, but mostly the insertion just spontaneously conducted without design.

4.1.3. *The dominant EQ that applied by teacher in the classroom*

Teachers' point of view about improvement of EQ values that dominantly done by teacher mostly on religious and motivation, knowing self-potential, self-guidance, improving maturity in thinking, interact well to other people. Several components found from interview with R2 MAT and R9FIS as follows:

R2 MAT

.... For me the most important values to student is knowing their potential, so they will know about them, self-development, control their selves, motivation, this is the lack of most children, I put myself once to announce that values.

R9FIS

Empathy, the most frequent motivation we told because if we see those children don't have motivation in learning. They just study for gathering or mingling, cheating in doing homework and copy the others work.

4.1.4. *Teachers' suggestions for improving EQ of students in learning at classroom*

Respondents who involved in the study giving some suggestions to improve students' EQ in classroom learning, the suggestions are (i) the necessary of design about EQ activity in classroom learning, (ii) applying the values through subjects, (iii) train the teacher to grow EQ, (iv) necessity of design in curriculum about the values of EQ in KTSP. These suggestions can be revealed by R8ANSOS, R1BI, and R9Fis as follows:

R8ANSOS

This growing is not fully conducted by teacher, only did by several of them, and sometimes the limitation of time that provide to give material so they need to design a good curriculum, that's it from me.

R1 BI

In growing the EQ values to students I think by inserting them in subject's every day, but the most importantly teacher need to have good EQ, so they can apply them very well to students, the curriculum is not clear said about EQ even they are cited in KTSP, but not fully understood by teacher to become their guidance.

R9FIS

In my opinion, curriculum not fully deserved and suitable to developing EQ, they only fill my mind about knowledge, we can be seen when we are studying now, after graduate we don't have such experience and skills, even though we are less knowledge.

in formal educations has three dimensions, (i) the efforts in written curriculum with several normative and academic investigation fields, (ii) efforts in growing the hidden curriculum based on the teacher's initiative and commitment, (iii) and the efforts about developing in integrated learning [8]

The shape of program that designed to growing EQ. The shape of designed program to internalize students' EQ existed in school program. But the developments of EQ mostly focus on co-curriculum design, such as Students Orientation program, scout, sports, and talent and interest activity. This can be obviously seen that the design which made by school in developing students' EQ more actively in co-curriculum activity. This result strengthened that these activities mainly include in co-curriculum design. The development of students' EQ outside the learning process still becomes a priority to the teacher rather than in classroom.

Even though actually the developing of EQ outside the school still needed by them because that activity can help students in developing their talent and interest and can also give them spirit to study harder and raise their responsibility as independent citizen. It also strengthened by some argument like [9], co-curriculum program can help developing and guide skill not academic like initiative, motivation and competent interpersonal skill, next push for every students personality to become more competent, socially skilful, and also grow smarter. In another form, [10] also elaborates that outside activity can also help to toughen the relationship with family and relatives, and improve students' self-confidence. [11] also told that co-curriculum activity can trained EQ, cooperation, and communications with others.

4.2. Discussion

4.2.1. Execution pattern of EQ development by teachers

Overall the respondent of the study said that the improving of students' EQ already executed in school learning, however the applications not designed well, yet again the curriculum design, the applications can only be seen in certain subject that gave by teacher in class. This result are parallel with the study conducted by Aeni about values improvement in learning, the study found that internalization only found in certain subjects.

The result also reveals that teacher views the applications as responsibility of certain teacher. Teachers not have same responsibility yet to develop EQ towards students. Many teachers have some argument that responsibility only for teacher in certain subject, such as religion, civics or language teacher. If we investigate further the developing of EQ not as subject matter and also not a training that must be given to students but it's an element from entire education efforts. Hence, the ideal internalizations should inserted by all subjects teacher who designed by educational institution.

Along with the growing of EQ in learning, Mulyasa (2005) suggest that application of value teaching can be done by everyone who involve in learning process, even headmasters, or the janitors. Hence, the EQ internalizations

4.2.2. Growing dominant EQ values in learning

The result of study found some important component which combined by teacher in growing EQ which dominantly applied during learning proses. Teacher argues that religious value, motivation, known self-potential, self-guidance and improving mind-set, well interact to the others. The result means that there are many teacher who conduct those activities. Strong motivation, religious value, knowing self-potential and self-guidance are values that can help students to reach the achievement when studying at school and in the future. The result of the study suitable with the theory developed by [12, 13] that giving motivation can stimulates in reaching a goal or finishing assignment, project and etc. Motivation makes them have strong passion, high commitment, has initiative and optimistic in reaching the goal.

4.2.3. Teachers' Suggestions for growing EQ in learning

There are some teacher's suggestions about developing EQ in classroom such as teacher needs to plan EQ in curriculum at school. In addition, teacher said that activity of developing EQ which run by teacher has not clear design yet in the curriculum, only little lesson guidance in KTSP, however, many teachers unable to translate this value developing in classroom teaching and learning. Hence,

teachers argue that clear designing of this approach should be made in curriculum mode to improve students EQ. This teacher's point of view along with [4, 14] who said that EQ developing needs design of developing. Moreover, [4, 14] suggest that some activities of developing EQ among all individuals.

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