

Improving Emotional Intelligence with Emotional Management Training for Teachers of Special School

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ABSTRACT

Teachers of special school needs tend to have problems with their work that drains energy and their emotions, therefore they need to have good emotional intelligence. The objective of this study was to observe the effect of emotional intelligence training towards controlling emotions of teachers of special schools. Methods: This study was conducted based on quasi-experimental research method with single case experiment involving 5 teachers of special school. Their aged 22-43 years all of them are females. Questionnaire was used to measure the level of emotional intelligence. The collected data were then analyzed using SPSS One-Paired Sample, T-Test was conducted to test the hypothesis. The result shows statistically significant difference between pre and post-test, stated t count $>$ t table means H_0 was rejected. Thus, there is a difference between the mean pretest and post-test emotional intelligence, significant mean of emotional intelligence between before ($M = 39,4$, $SD = 1,6733$) and after the training ($M = 51,6$, $SD = 4,3932$), $t(4) = 6,99$, $p = 0,002$, $d = 1$. This study found that the emotional management training is effective in increasing emotional intelligence in teachers of special schools.

Keywords: Emotional Intelligence; Emotional Management Training; Teachers of special school

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INTRODUCTION

Education is essential to the intellectual development of a child. Education is available on both formal and informal channels. Formal education can be pursued through school. There are several different types of schools in Indonesia, including public schools and special-needs schools commonly known as SLB (SLB), as well as academic inclusion. The implementation of education for children with special needs involves various parties in order to have maximum benefit. Inclusion education in the execution requires involvement of the school, community and family. The parties should include starting with the headmaster, class teachers, schoolmates, and the entire school community. According to Cooper & Sawaf (2000), emotional intelligence is the capacity to successfully feel, comprehend, and communicate. play a role as a source of emotional sensitivity, whereas, McPheat (2010) defines emotional intelligence as a combination of capabilities that allow an individual to be able to recognize, understand, control his own emotions, and to use his knowledge to achieve self-and others' success. According to Mehmood (2013), emotional intelligence is a depiction of the the capacity to understand, use, and express emotions, as well as to manage emotions, comprehend emotions, and gain knowledge in order to develop emotions in accordance with the requirements of the environment.

At school, teachers play a vital role and are responsible for the mental and emotional development of their students. According to Munandar (in Samsepti, etc., 2022), teachers have a duty to stimulate and nurture intellectual development, growth of attitudes and values in children. At the inclusion school, class teachers play an important role in the education of children with special needs specifically in conjunction with teaching learning activities. Teachers have demands to be able to perform professionally in the community and school environment. According to Renee, (2015) emotional intelligence can give individual self-worth thinking in order to build harmonious communication.

Teachers must have high character due to the fact that teachers must be exemplary for their students and be able to educate their students in order to have a good attitude. In order to fulfil these abilities, a teacher should have a high sensitivity or empathy to fulfil their role as a child educator which is called emotional intelligence (Sofyan & Susanto 2019). Teachers should have three levels of qualifications covering personal concerns, as an innovator, and as a developer. The three levels require a steady and sufficient attitude of a teacher in administering the teaching process, attitudes including emotional intelligence (Sardiman, 2014). Emotional intelligence is a complementary aspect. It is important for a special-teacher to be able to make themselves better so that they will eventually give their best too.

These intelligences are related to the ability of one (teacher) in managing emotions of themselves and others, motivate themselves to the challenge and success of life, having empathy, affection, genuine love, and being able to communicate politely with others in these matters, including learners. Corresponding to the study in which Coleman (in Mahyuddi & Noordi, 2012) stated "Emotional intelligence" refers to a teachers capacity to manage their emotions and maintain emotional balance and expression through self-awareness, self-control, self-motivation, empathy, and social awareness." According to Nwadinigwe & Azuka (2012), this study stated that "the development of emotional skills makes academic contributions and career development." According to Kolachina (2014), teachers must Be mindful that a strategy for student development should center on teaching emotional intelligence. This is so because a teacher's emotional intelligence is tied to their capacity for emotion management, relationship-building with pupils, and fostering a positive learning environment. Children with special needs certainly need more affection, attention, and a positive impact on their development. According to McBride & Siegel (in Yani & Adam, 2013), negative attitudes received by special-needs students can cause the student to feel frustrated, depressed, and withdraw from the society and thereby lose out on the opportunity to learn and develop skills. One contributing factor is the emotional factor. According to Goleman (1996), an emotionally intelligent human will be able to control themselves, be diligent, be passionate, be able to understand the feelings of others and develop good relationships with others.

Emotional intelligence can be increased through self-reflection and mindfulness breathing, which is emotional management training. According to Reid (in Manurung, 2018) reflection is a process of reviewing the experience through encrypting, analyzing, evaluating the learning that has been done. While according to Creswell (2017), mindfulness is described as a condition of presenting the mind with full awareness of the present state or moment. While mindfulness breathing may be defined as conscious, deep, and calm breathing (Zhu et al., 2017). By doing self-reflection and mindfulness breathing, which are crucial in order to obtain a good emotional intelligence that can lead to positive impacts towards student with special needs.



In addition to emotional management training, psychoeducation can also improve emotional intelligence. Psychoeducation is an intervention technique that emphasizes teaching participants about difficulties or issues in life. This intervention can be used with people, families, and groups. It assists participants in finding sources of support, gaining social support, and learning coping mechanisms to deal with these issues (Walsh, in Susanto and Rozali, 2022). Meanwhile, according to Srivastava & Panday (2016) psychoeducation is a therapeutic systemic psychotherapeutic intervention that is used to inform about disorders and treatments to facilitate understanding related to knowledge about how to deal with these disorders. From this explanation, One could assert that psychoeducation which is the method of intervention in this study used the knowledge and insights of teachers regarding how to control emotions and behavior in interacting with students in the context of teaching and learning activities.

Thus, teacher who possess high levels of emotional intelligence can lead a good teaching learning process, therefore resulting in a good impact on their students. According to Sutton and Wheatley (2003), expressing teachers' emotions will affect both teacher and student intellections, motivations, and behaviour. Teachers who have good emotional social competence will recognize their emotional strengths and weaknesses. The teacher will understand that their emotional expression has an effect on their interactions with others. In addition, teachers that are emotionally intelligent and behaviour will be able to manage the relationships they have to be more positive and be able to facilitate a more positive class (Kremenitzer & Miller, 2008).

According to Goleman (1996), Those that possess high levels of emotional intelligence will be able to recognize their own feelings. and be able to manage them properly. This enables the individual to think logically and then to channel their emotions by showing the right attitude. If an individual is less able to recognize emotions and manage them, the individual will grow into an emotional being and be less capable of showing the right attitude in a particular situation. Emotional intelligence thus becomes an aspect a teacher must have, in order for a teacher to be more optimal at their task.

METHOD

Study Design

This research was done using a quasi-experimental research method with a single case experimental design. According to Kazdin (in Latifah, 2021) a research design to evaluate treatment (intervention) with a single case is a single case experimental design. This design was used to determine how emotional management training affects emotional intelligence in special-needs schools (SLB).

Participant

The study participants were selected by Sample sampling was done by convenience sampling technique. According to Siregar (in Sari and Ratnaningsih, 2018) Convenience sampling is a sampling technique based on the convenience of the researcher, namely those that the researcher encounters by chance, is deemed suitable, and is willing to be a data source and in accordance with the criteria determined by the researcher. The study included five 22-43 years old female teachers in Kendal.

Instrument

Data collection this study was conducted by offering a questionnaire containing 20 statements related to emotional intelligence. Questionnaires were given before and after the training. That questionnaire was given to see the level of emotional intelligence participants before and after following emotional management training.

Procedure

This training is held in 2 days, each day consists of 2 sessions. The duration per session is 2 hours consisting of several activities:

1. The opening included ice breaking and explanations related to training on management emotional and informed consent to participants.
2. Pre-test, carried out by filling out a questionnaire sheet related to about emotional intelligence.
3. The presentation of material, was carried out to provide information about the understanding, about the definition, benefit, characteristics, aspects and steps of implementing emotional management training.
4. Questions and answers, conducted to control participants' understanding of emotional intelligence material.
5. Practice the application of emotional management training in the form of self-reflection and mindfulness breathing so that it can be applied everyday
6. Post-test, conducted by filling out a questionnaire sheet related to about emotional intelligence.

Data Analysis

Pre- and post-test questionnaires are used to gauge an individual's level of emotional intelligence. The acquired data were examined using the One-Paired Sample, T-Test method in SPSS version 26.

RESULT

Tests between the pre and post-tests showed that there was a significant difference between emotional intelligence levels before the application of emotional management training ($M = 39,4$, $SD = 1,6733$) and after giving emotional management training ($M = 51,6$, $SD = 4,3932$), $t(4) = 6,99$, $p = 0,002$, $d = 1$.



Table 1. One-Paired Sample t-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before Training – After Training	-12.2000	3.89872	1.74356	-17.04090	-7.35910	-6.997	4	.002

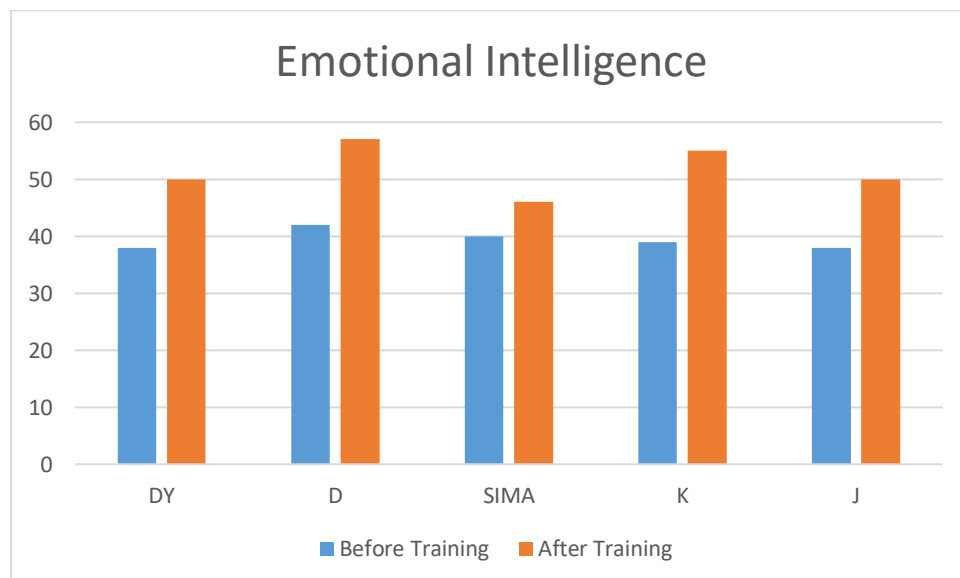


Figure 1. Increased emotional intelligence

Based on the diagram above there was an increase, as can be observed in the total value of teachers prior to the training and after the training and it is shown that there is an increase in emotional intelligence of the teacher. Meaning that emotional management training was able to improve emotional intelligence.

DISCUSSION

The study indicated that emotional training management could increase emotional intelligence, involving five female participants. It means that the hypothesis was valid and accepted that emotional management training through self-reflection and mindfulness breathing are effective to increase emotional intelligence. Emotional intelligence in good teachers can result in a positive effect on special needs children. Therefore, the outcomes of this study are aligned with the study of Susanto & Rozali

(2022) that stated the application of emotional management training affects the increasing of teachers emotional intelligence. A teacher with high emotional intelligence is an optimum teacher and always thinks positively when handling a situation both in the process of learning to teach as well as during handling their life. Emotional intelligence also affects a teachers' future success. Proven by a study conducted by Wigati (2018), regarding the connection between emotional intelligence and professional competence with the self-referendum of middle school teachers at Sribhawono square district of East Lampung, there has been a high level of there is a connection between emotional intelligence and professional competence and the absence of middle school teachers in the Sribhawono square district of East Lampung district.

Meaning teachers who have high emotional intelligence and professional competence the higher self-efficacy of the teacher. According to Naqvi et al. (2016), It has been found that emotional intelligence has strong relationships with teacher performance. In contrast, according to Mangkunegara (2015), work stress and performance of the teacher was affected by emotional intelligence. Further on is the study of Wulandari & Ratnaninglah (2017), It is established that there is a link between emotional intelligence and the attachment to school teachers. Emotional intelligence is required for a teacher to manage more effective learning activities. A teacher possessing a strong emotional intelligence will always try to look for new innovations, thus improving the quality of learning. According to Edannur (2010), emotional intelligence is the ability to maintain emotional impulses, to read others' deepest feelings, and to handle relationships smoothly. The ability to control impulses as the basis of character. Teachers with high emotional questions are able to control themselves thoroughly, patient in educating, passionate, be able to prevent and lower aggressiveness, let alone injure a student, and always think positively as an educator.

Consequently, it is concluded that emotional management training can increase emotional intelligence. The implications of this research are supposed to provide insights on the improvement of emotional intelligence and its applications to teachers. For further research it can be done on different subjects, such as parents, given the same trend of problems with parents who have special needs children. Suggestions for further research may be obtained from other effective training to increase emotional intelligence. It is also possible to do research on different subjects such as parents, therapists, shadow teachers, and caregivers considering the importance of good emotional intelligence not only applied on teachers but it is also applied on each individual and thus lowering the negative impacts from those who have low emotional intelligence.

ACKNOWLEDGE, FUNDING & ETHICS POLICIES

First of all, I would like to thank God for his blessings and participation in making this research complete and successful. I also would like to thank my supervisor lecturer, Ma'am Endang Widyorini, who has patiently and kindly guided me in doing this research. Moreover, I would like to thank and am very grateful to all of the respondents who have taken their time to help me complete this research. I also thank my parents, husband, and child who have supported and encouraged me. I am also very grateful to Ferdi and Felisha as my relations who have helped a lot in the process of carrying out this research. To my friends who have helped and encouraged me I would also like to thank you, and lastly I thank everyone who has helped me and guided me during this research and thank everyone who gave me the opportunity to do this research and thank them who have supported me directly or indirectly. This research is free from particular interest fundings.



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