

Need Assessment as the First Step to Developing A Model for Enhancing Student's Emotional Intelligence based on Developmental Counseling Approach

(A Study in Senior High School in Padang City).

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Abstract—The present study is aimed at: (1) profile students' emotional intelligence of senior high school; (2) composing guideline for the implementation of the model which is acceptable both theoretically and practically as well. The study applies research and development approach, involving senior high school students in Padang city as the study subject, using inventory and rating scale as the research instrument. Descriptive statistic is used to analyze research data. Research finding that: (1) modus students' emotional intelligence at senior high school in low category, (2) the implementation guideline for the model is well accepted by both related experts and practitioners. Referring to the study finding, it is recommended to the leadership of senior high school in Padang City to apply the model under study for enhancing students' emotional intelligence in the effort to improve their character.

Keywords—*emotional intelligence, developmetal counseling, student*

I. INTRODUCTION

This paper was written as one of the research dissemination efforts 70% second year National Strategic Research that aims to obtain students 'emotional intelligence as a basis for analyzing students' needs for effective emotional intelligence guidance models to improve their emotional intelligence.

Emotional intelligence is a human ability consisting of two dimensions, namely; emotional skills and social skills. Emotional skills are the skills to recognize and manage self emotions and social skills are the skills to know and foster relationships with others. Goleman (1996) revealed that

children who have high emotional intelligence are biologically predicted to have better physical health, are more popular socially preferred by their friends and the teacher is referred to as a sociable child, and cognitively have more achievements height of friends who have the same IQ but do not have high emotional intelligence.

Likewise, Shapiro (1997) in his writing suggests that people who have high emotional intelligence will make the person successful in his life, both in the academic field and in the field of work; even in family life. Thus, the emotional intelligence ability of students in schools needs to be developed.

However, in daily observations, many teachers and parents prioritize intelligence training or what is called intelligence rather than emotional intelligence, intelligence is always interpreted as an intellectual superiority and is believed to be superior in various aspects of life. It is as if those who have high intellectual intelligence are believed to experience excellence in all aspects of life (Supriadi, 1997; Surya, 1999). Most schools still attach great importance to intellectual education, pumping knowledge to the brains of children so that they lack or ignore other education, especially moral education or ethics. Furthermore, the results of Helma's study (2012) show that the emotional intelligence of Students Senior High School in West Sumatera is generally in low qualifications, as well as in its dimensions most of the students' emotional intelligence are in low and sufficient qualifications. Similar things were also found in students High School in Padang City (Helma 2017). Based on the results of these studies;

Counselor in high school require a model of guidance based on developmental counseling that is acceptable both theoretically and practically as well which can improve the emotional intelligence of students. Therefore this research is directed at the development of guidance models and guidelines for the implementation of model that are accepted theoretically and practically.

II. PURPOSE

The specific objectives of this research are: The discovery an effective model for enhancing students' emotional intelligence based on developmental counseling approach. The model consists of: (1) General Guidelines for Emotional Intelligence Guidance, (2) Guidelines for the Implementation of Emotional Intelligence Development Models, (3) Guidelines for Training Module on Emotional Intelligence Development Models, acceptable both theoretically and practically. The acceptance is related to: utility, feasibility, and accuracy model of development of emotional intelligence based on developmental counseling.

III. RESEARCH URGENCY

There are several reasons, both in the form of concepts and empirical data that underlie why this research is urgent to do:

1. This emotional intelligence is a dimension of human ability in the form of emotional and social skills which will then form character. In emotional intelligence there are abilities such as; ability to control self, empathy, motivation, enthusiasm, patience, perseverance, and social skills (Supriadi, 1997).
2. Goleman (1996) suggests that children who have high emotional intelligence are biologically predicted to have better physical health, more popular and preferred by their peers.
3. Shapiro (1997) suggests that people who have high emotional intelligence will make the person successful in his life, both in the academic field and in the field of work; even in family life.
4. Shapiro (1997: 4-6) also argues that a number of studies show that social and emotional skills may and are even more important for life success than intellectual ability.
5. Emotional symptoms that are rife in recent times such as fights between students, protests, and even the actions of teachers against students who are out of bounds, because low emotional intelligence skills they have. In the Padang City for example, as reported by the Padang Ekspres Daily (Wednesday, January 30, 2008), it was stated that the world of education in Padang was increasingly

chaotic. The courtesy and courtesy of both students and teacher increasingly faded. The feeling of solidarity among students has also faded. In the past year, for example, as a reflection of this condition, there have been fighting and demonstrations.

6. Emotional intelligence is not so influenced by heredity, (Shapiro, 1997: 9-10). So emotional intelligence can be trained and strived to grow and develop in children.
7. In accordance with the demands of this study, the approach applied is a developmental counseling approach because the goal of developmental counseling is to help establish some personal meaning of their behavior and help individuals to be better able to identify things that are more facilitating their development in the future time (Blocher, 1974: 7).
8. Kartadinata (2010: 44-46) states that emotional intelligence is one aspect of character, namely the affective aspect, if through this research found an effective guidance model to increase emotional intelligence means we have found one of the efforts to shape the nation's character.

IV. LITERATURE REVIEW

A. Terms and Dimensions of Emotional Intelligence

Emotional intelligence consists of two dimensions, namely emotional skills and social skills. Emotional skills are the skills to recognize and manage self emotions and social skills is the skill to recognize the emotions of others and the skills to build relationships with others. If these two skills are owned by someone, the person will feel adaptable, both with themselves and with others. If these two things happen, the person will feel happy and feel successful in his life. As stated by Goleman (1995: 44-61) that emotional intelligence provides far more traits that make humans more human and a non-intellectual factor that provide success in life.

The term emotional intelligence (EI) was first raised in 1990 by psychologists Peter Salovey from Harvard University and John Mayer from the University of New Hamper to explain emotional qualities that are important for success. As the first initiator of EI, Salovey based his concept with the concept of "personal intelligence" from Gardner, which contained 2 (two) intelligences, namely; interpersonal skills and intra-psychic capacity. In its development, Gardner then divided these interpersonal skills into 4 (four) abilities, namely; 1) leadership, 2) the ability to nurture relationships and

keep friends), 3) the ability to resolve conflicts, and 4) the skill of social analysis. (Goleman, 1995:38; Gardner, 1993)

Furthermore Salovey (Goleman, 1995: 43-44) tried to formulate the EI domain into 5 (five) dimensions:

1. Self-awareness: Recognizing feelings as they occur is the basis of emotional intelligence. In other words, self-awareness is the ability to identify / name feelings (Goleman, 1995: 47). The ability to monitor feelings over time is important for psychology and self-understanding. People who have more confidence about their feelings are reliable pilots for their lives, have a higher sensitivity to their true feelings for personal decision making.
2. Managing emotions: Managing feelings so that feelings can be expressed properly are skills that depend on self awareness (self awareness). People who are bad at ability in this skill will continue to fight against feelings of gloom. While capable people can rise again.
3. Motivating oneself: Organizing emotions as a tool to achieve goals is very important in terms of giving attention, to motivate yourself and master yourself, and to be creative. Emotional self-control - refraining from satisfaction and controlling impulses - is the foundation of success in various fields.
4. Recognizing the emotions in others: Empathy, an ability that also depends on emotional self-awareness, is a basic social skills. Empathic people are better able to capture hidden social cues that show what is needed or what others want.
5. Relationships (handling relationships): The art of building relationships is largely the skill of managing others. This is a skill that supports popularity, leadership, and interpersonal success

B. Meaning of Development Guidance and Counseling

A comprehensive understanding to developmental counseling can be carried out through knowledge of the principles of developmental counseling and some basic assumptions about developmental counseling as stated below. Muro and Kottman (1995: 50-52) proposed twelve principles of developmental counseling, namely:

1. Developmental guidance and counseling is needed by all students. This means that all students have

the right to get counseling and counseling services that are both problematic and not problematic for their development.

2. Developmental guidance and counseling focus on children's learning. This means that the main purpose of development guidance and counseling is to help students learn to be effective and efficient.
3. Counselors and teachers have a shared function in developmental guidance programs, this means that collaboration and collaboration between counselors and teachers as solid teamwork is important especially for child development.
4. A planned and organized curriculum is essential in development guidance and counseling.
5. Developmental Guidance and counseling is very concerned with self-acceptance, self-understanding and self-improvement.
6. Developmental guidance and counseling focuses on the encouragement process.
7. Developmental guidance counseling values the process rather than the results of the end. So the developmental counselor understands that the child (reads the learner) is in the process of being a never ending process.
8. When team-oriented, developmental counseling requires the services of trained professional counselors.
9. The developmental counseling program is highly oriented towards identifying the specific needs of students.
10. Counselor Counseling development are not only concerned with the results of essences about children's abilities, but are also interested in how children use their abilities.
11. Developmental guidance and counseling is based on science: child psychology, developmental psychology and learning theory
12. Developmental counseling guidance is sequential and flexible
13. Developmental counseling guidance is an integral part of the entire educational process. So an effective developmental guidance program is an integral program of teaching activities.

C. Developmental counseling assumption

Blocher (1974: 25) suggested several assumptions of developmental counseling as follows:

1. The client is not considered a person who has a sick mental state.
2. Counseling development focus on the present and the future.
3. Clients are interpreted as clients not patients.
4. Development counseling counselors are not neutral or amoral.

5. The client is seen as a unique and valuable individual who is trying hard to develop an identity and implement it with the lifestyle he has.

D. Development of Development Counseling Programs in Schools

The development of counseling service programs in schools was carried out following the steps of planning, organizing, implementing, and evaluating, as explained by Schamidt, 1999: 113-135; Myrick, 2003: 253-257; Rae, 2005: 23; elaborated and simplified as follows.

1. Planning

There are several steps that need to be done at this planning stage, namely:

- a. Assessing the current program with the aim of formulating a plan.
- b. Seeking input and support for a change
- c. Measuring the needs of assessing student needs for counseling services.d
- d. Determine available resources (determining resources) so that the counseling program runs not isolated from the whole school program.

2. Organizing

The success of counseling programs is influenced by many factors. A very important thing for the success of a counseling program is that the services provided by the counselor are organized and are an essential and integral part of the whole school program. The steps that can be taken at this stage are:

- a. Goal settings.
- b. Compile, assign and assign assigning responsibilities.
- c. Marketing the program to all levels of school through direct meetings, school wall magazines, Web sites and class presentations.

3. Implementing

At this stage the design that has been set, is implemented in real action in school life. Some actions that can be done are:

- a. Presenting to school principals and staff, teachers and other school personnel, the importance of development counseling services for students.
- b. Providing training to school counselors on concepts, theories, basic attitudes and various skills and art of providing developmental counseling.
- c. Applying the concept of developmental counseling to the real life of students in school

4. Evaluating

Successful implementation of the activity program is based on predetermined indicators with real

service performance achieved. While Cormier & Cormier (1979: 207) states that evaluation can be carried out on:

- a. Before (baseline) treatment; namely evaluations carried out before counseling efforts are carried out.
- b. During treatment: that is the evaluation is carried out during the counseling / service process.
- c. after treatment. namely the assessment carried out after counseling ends.
- d. follow-up

E. Relevant Research

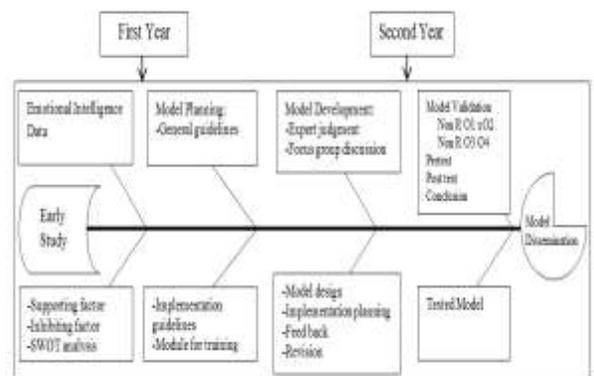
First, research conducted by Suherman, (2007) found that the Guidelines for the Development of Self-Skills Counseling for High School Students, were tested to be effective in improving initiative skills, autonomy, flexibility, and responsibility of Lembang Bandung high school students.

Second, Ramli et al. (2009) found that the guidance model for increasing emotional intelligence of high school students with a structured learning approach along with their guides effectively increased emotional intelligence of high school students in Malang.

V. RESEARCH METHODS

A. Research Design

The study was conducted with research and development approach through four stages of activities: 1) preliminary study phase, 2) model planning stage, 3) model development stage, and 4) model validation (Gall, & Borg, 2003: 569) (elaborated and modified). For more details, see the following fishbone diagram.



Fishbone Diagram

B. Research Location

This research was conducted in Padang City, in a number of State Senior High Schools (SMAN), which were scattered in eight Districts.

C. Population and Sample

The population of this study were senior high school students (SMA) in Padang City, involving as many as 300 high school students as samples which revealed data on emotional intelligence before and after treatment. Determination and sampling of selected schools was conducted randomly in each region.

D. Data Analysis

Research data were analyzed using descriptive statistics in the form of frequency distribution and percentages.

VI. RESEARCH FINDINGS

A. Description of Research Results

1. Model Development

In accordance with the research design in the second year, the model development and tentative model validation have been found in the first year. Where at this stage the rational testing and the model reability test are carried out. The rational test of the model was carried out by asking for feedback and judgments from counseling and guidance experts who had the expertise and experience in developing models involving three experts, namely: Dr. Asmawi, M.S., Dr. Nursyamsi, M.Pd., And Dr Netrawati, M.Pd, Kons. This test is intended to see the acceptability of the Counseling Model Development and its Implementation Guide theoretically in terms of: utility, feasibility, and accuracy. The results of the assessment of these experts are presented below:

a. Experts Judgment to Model

Acceptance of the Emotional Intelligence Development Model based on developmental Counseling Approach; with the average as some as 3.77. This means that overall this model has a high level of acceptability as a guidance model to improve participants' emotional intelligence, both in terms of usefulness, feasibility and accuracy.

b. Experts Judgment to Guidelines for the Implementation of the Model

Acceptance of Guidelines for the Implementation of the Emotional Intelligence Development Model based on Developmental Counseling Approach theoretically with the average 3.71. This means that the Guideline to the Implementation of the Emotional Intelligence Development Counseling Model; have a high level of acceptability in improving students' emotional intelligence both in terms of usefulness, feasibility and accuracy.

Whereas the readability test of the model was conducted by involving several practitioners (Counselor) as many as 10 people from several schools. The assessment results from these practitioners are presented in detail as follows:

a. Practitioner Assessment to Model

Acceptance of the Emotional Intelligence Development Model based on developmental counseling approach practically with the average 3.77. This means that overall this model has a high level of acceptability as a guidance model to improve participants' emotional intelligence, both in terms of usefulness, feasibility and accuracy.

b. Practitioner Assessment to Guidelines for the Implementation of the Model

Acceptance of Guidelines for Implementation of Emotional Intelligence Development Model based on developmental counseling approach practically with the average 3.63. This means that the guidelines has a high level of usability, feasibility and accuracy as a guide to the implementation of students' emotional intelligence development model.

2. Model Validation Stage

Validation of models for increasing emotional intelligence of students is done through the implementation of the model in the research arena to determine the effectiveness of the model. Model effectiveness test is done by quasi-experimental method with the design of pretest-posttest control group design. (McMillan & Schumacher, 2001; Heppner, Kivlighan, Wampold 1992).

This stage begins with making initial measurements of the target variable, namely emotional intelligence of students. Through this activity, the initial score was obtained before the treatment was carried out in the form of applying the model through a series of training to improve emotional intelligence as stated in the hypothetical model that had been developed in the first year of this study. There is an overview of the students' initial emotional intelligence scores as shown in the following table

Table: Profile of Qualifications Students Emotional Intelligence

Category	f	%
A	0	0,00
B	7	2,34
C	137	45,82
D	84	28,09
E	71	23,75
Σ	299	100

The table above shows that none of the students have very intelligent emotional intelligence. Only 7 people (2,34%) were emotionally intelligent, 137 people (45%) were quite intelligent, while more than half (51.84%) had low emotional intelligence (not smart) and very low (very not smart). For more details can be seen in the following graph.

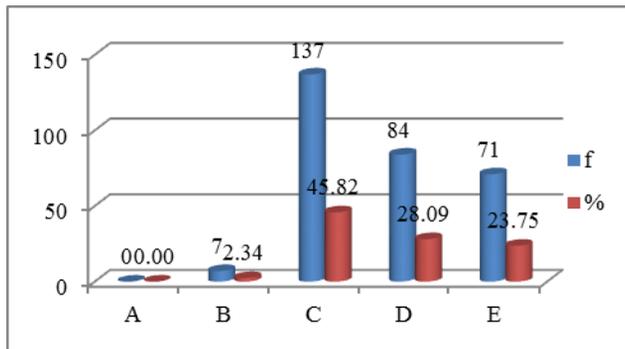


Diagram Students' Emotional Intelligence

VII. CONCLUSION AND RECOMMENDATION

The above findings show that most students have low emotional intelligence, even very low. This condition encourages the counselor in efforts to improve the emotional intelligence of their students. Ones to apply the model for developing students' emotional intelligence based on developmental counseling developed through this research.

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