

The Emotional Intelligence of Elementary School Students in Curriculum 2013

Atsani Rohmatun Nisa
Master Student, Postgraduate Program
Sebelas Maret University
Ketingan, Surakarta, Indonesia.
Sun_nieza.moedz@yahoo.co.id

Asrowi
Counseling Education Lecturer, Postgraduate Program
Sebelas Maret University
Ketingan, Surakarta, Indonesia
asrowi@yahoo.com

Tri Murwaningsih
Lecturer in Social Science Education, Postgraduate Program
Sebelas Maret University
Ketingan, Surakarta, Indonesia
murwaningsih_tri@yahoo.com

Abstract— The purpose of this study was to (1) Analyze the success of the 2013 Curriculum implementation of emotional intelligence in fifth-grade students of SDN Adipala 01 Cilacap (2) Describe the implementation of 2013 Curriculum in emotional intelligence (3) Identify success factors of Curriculum 2013 in developing emotional intelligence students. This study uses a descriptive qualitative approach. The research subjects were fifth-grade students of SDN Adipala 01 Cilacap. Data sources are teachers, students, and principals — data collection techniques with questionnaires, participatory observation, and interviews. Data analysis uses qualitative data analysis techniques. The research procedure consists of the preparation, data collection, data analysis, and preparation of research reports. The results of the study included three important things, namely (1) emotional intelligence in the 2013 curriculum successfully performed on fifth-grade students of SDN Adipala 01 Cilacap (2) the implementation of the 2013 curriculum in developing emotional intelligence can be done comprehensively through the internalization of the value of character education through advice and obedience, moral message, provision of learning, warning and habituation facilities. (3) The success factors of the 2013 curriculum in developing emotional intelligence are an education in the family and community environment, playmates, parenting parents, and personality of students.

Keywords: *emotional intelligence, elementary school students, 2013 curriculum*

I. INTRODUCTION

Education is the process of developing one's abilities, attitudes, behavior, and potentials. Education is a long-term investment in human resources that has a strategic value for the continuity of human civilization in the world. As stated in Law No. 20 of 2003 concerning the National Education System that education functions to develop the ability to form dignified national character and civilization in order to educate the nation's life, it aims to create an atmosphere of learning so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble

character and skills needed by them, society, nation, and state [1].

The success of education is very determined when education is able to change students. These changes, in a sense, can grow the potential that is owned so that the students can get the benefits directly in the development of their personality. The success of education is also influenced by the students, the community, and other related institutions. As one of the efforts to improve quality towards achieving these objectives, it is necessary to convey an effort to improve innovative learning systems that stimulate students to study carefully towards learning.

The Ministry of Education and Culture has made a breakthrough to improve the quality of education so that it is able to obtain graduates who are ready to compete globally in the future. One of the initial breakthroughs was by implementing the 2013 curriculum. The 2013 curriculum is a development curriculum from the education unit level curriculum (KTSP 2006), which is based on character and competence [2]. The development of the 2006 KTSP Curriculum to the 2013 curriculum involved four elements [3], namely, first, the Graduates Competency Standards (SKL), namely improvement and improvement of soft skills and difficulties with honing three aspects, namely: tolerance, knowledge, and skills. Second, Content Standards (SI), namely subjects obtained from competence. Third, Standard Process, equipped with scientific, learning process does not only occur in the classroom, but also in the school environment, nature, and society. The teacher's position is not the only source of learning and learning verbal dimensions of unnecessary attitude, but through the example and example of the teacher. Fourth, Standard of Assessment. Test all competency, skills, and knowledge competencies based on processes and results.

In other words, the implementation of the 2013 curriculum was intended to answer the age of education, namely to produce graduates competitive, innovative, creative, collaborative, and character. This is in accordance with

Permendikbud No. 67 Tahun 2013 concerning the basic framework and curriculum structure of elementary / madrasah Ibtidaiyah that the 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to community life, nationhood, state, and world civilization [3].

In order to achieve this final orientation, it is well realized that education is not only done to develop knowledge based on the core subject of learning but also has to be oriented so that students have creative, critical, communicative also character. In order to face the challenges of the 21st century, every teacher should have high abilities and professionalism. The challenges faced by teachers no longer revolve around the intellectual abilities of students but rather on the emotional, moral, and character of students.

Elementary school students who generally consist of individuals who are still in transition-age between children to adolescents and adults have many psychological changes that occur. One of the prominent changes is the emotional change of students. This is a natural and normal thing but needs to be controlled and monitored because each individual has varying emotional intelligence.

[4] explains that emotional intelligence refers to an ability to understand our feelings and those of others, the ability to motivate ourselves and the ability to manage emotions well on ourselves and in dealing with others, and displaying behavior that is in accordance with environmental demands. This agrees with [5-6] that emotional intelligence is an ability to understand the emotions of oneself, others to distinguish them, and use the information to direct one's thoughts and actions. The emotional intelligence of elementary school students is very influential in their characters and personality. Emotional intelligence is also very closely related to the social environment of students. This agrees with [7] stating that emotional intelligence competencies are seen as important for an individual's ability to be socially effective. If students have emotional intelligence, then they will be accepted in their social environment, both in the school, community, and home environment. In addition, students who have emotional intelligence will be able to adapt and place themselves in any environment because they will be able to regulate and control their emotions in certain conditions.

Educating the life of the nation and developing Indonesian people as a whole, is part of the purpose of education. To achieve this goal, it is certainly not as easy as imagined. Because formally, the process of education itself must be passed through a gap that can be said to be relatively tiring but has a positive impact on the formation of one's character, even national identity in a country like Indonesia. But specifically, achieving the goal of full education turns out that the development of intelligence alone is not capable of producing a whole human being. The purpose of education is not only to form intelligent Indonesians but also to have a personality or

character so that later generations will emerge that will develop the characters with the noble values of the nation and religion. According to Dr. Martin Luther King, the intelligence plus character. that is the goal of true education. (Character intelligence is the ultimate goal of true education). The results of studies and experiences show that learning emotional components is more important than intellectual in contributing to one's success [8].

If the quality of education is expected to be achieved optimally, it is necessary to strive to foster students to have stable emotional intelligence as a counterweight to existing intelligence. Because, through emotional intelligence, learners can feel, use, communicate, recognize, describe emotions, understand themselves and their environment appropriately, have confidence, not easily discouraged. They can positively shape students' character, such as respecting friends, empathizing, helping each other, responsibility, and working together well [9].

II. RESEARCH METHODS

This study uses a descriptive qualitative approach. The research subjects were fifth-grade students of SDN Adipala 01 Cilacap. Data sources were the class teacher (Mrs. Anggraeni), the students, and the principal (Kadiyono). Data collection techniques using questionnaires, participatory observation of 23 students in the fifth grade of SDN Adipala 01 Cilacap, and interviews. The credibility of the data in this study uses triangulation techniques and sources. Data analysis uses qualitative data analysis techniques. The research procedure consists of the preparation, data collection, data analysis, and preparation of research reports.

III. RESULTS AND DISCUSSION

A. *The development of emotional intelligence in the 2013 curriculum was successfully carried out on class V students of SDN Adipala 01 Cilacap.*

The development of emotional intelligence is important in schools. This can provide positive results for increasing the ability of students not only for the years needed during life. [10]. Based on the results of the study, it can be seen that the development of emotional intelligence in the implementation of the 2013 curriculum in SDN Adipala 01 Cilacap was said to be successful and good according to the criteria set by [11], they are the ability to recognize self emotions, manage emotions, motivate themselves; know the emotions of others (empathy), build relationships (cooperation). The above criteria can be seen based on the results of the questionnaire distributed at SDN Adipala 01 Cilacap, which is about 34% or eight students who have high emotional intelligence, 32% or seven students with moderate emotional intelligence and 34% or eight students have intelligence emotionally low.

TABLE I. FORMULA FOR EMOTIONAL INTELLIGENCE CATEGORY

Formula	Category	Scale	Number of students
$X > (\mu + 1\sigma)$	High	$X > 125,0375$	8
$(\mu - 1\sigma) < X \leq (\mu + 1\sigma)$	Medium	$114,7016 < X \leq 125,0375$	7
$X < (\mu + 1\sigma)$	Low	$X < 114,7016$	8

TABLE II. THE DATA FOR THE APPEARANCE OF EACH DESCRIPTOR FOR EACH INDICATOR

No	Indicator	Descriptor	Score	Average	Percentage (%)
1.	Recognizing Self Emotions	1-7	428	18,6	52,1%
2.	Managing Emotions	8-15	557	24,2	56,5%
3.	Motivate yourself	16-23	584	25,3	56,5%
4.	Recognizing the emotions of others	24-31	534	23,2	69,56%
5.	Building relationships	32-40	654	28,4	56,5%
Average				23,9	58,3%

^a. Source: preliminary study questionnaire (2019)

Based on table 1 above, the indicator of recognizing emotions has a fairly good percentage of 52.1%, managing emotions 56.5%, motivating oneself 56.5%, recognizing the emotions of others 69.56%, and building relationships 56.5%.

Based on observations and interviews with Class V Teachers, it appears that students can recognize their own emotions, such as knowing that they are easily upset, sad, or happy. Students are able to manage emotions and express their emotions with appropriate activities such as, not easily upset and discouraged and responsible when given a task from the teacher, always enthusiastic and calm in participating in learning, students are active in learning. Students can also motivate themselves well that is always optimistic, dare to try to do something, not easily satisfied with the results achieved, have a high curiosity. Learners can recognize the emotions of others because in the classroom is unity. If one hurts, the other also feels, cares for one another, if there are friends who are having difficulty, other friends are helpful, intimate, and compact. Building relationships can be seen when working groups of students working together and taking responsibility for their respective assignments. Discipline, honesty, and independence are embedded in students. This is seen when students work on assignments and evaluation questions from the teacher; students work independently and finish them on time. This is consistent with the opinion of [12] that emotional intelligence for students, which is able to form good character in students such as honest, disciplined, responsible, never give up, resilient, dignified, enthusiasm in reaching goals and ability to take advantage of opportunities available to create a brighter future. In addition, emotional intelligence can create success in many fields, including effective teaching [13], student learning activities [14], and academic performance [15].

B. Implementation of 2013 Curriculum in the Development of Emotional Intelligence of Students in Class V SDN Adipala 01 Cilacap.

The implementation of the 2013 curriculum in developing emotional intelligence is comprehensively carried out through 1) internalization of values, namely the inculcation of good values such as honesty, discipline, responsibility; 2) character

education through giving advice, providing learning facilities, warning, namely habituating a high discipline attitude, responsibility at school can be done inside and outside of learning. When learning, teachers pay attention to every attitude of students who lack discipline such as disturbing friends when learning, students who arrive late, the teacher reprimands the students and advises them not to repeat it again. While reprimands, warnings, or advice outside of learning activities are carried out when students litter, eat while standing, play improperly, or ridicule other friends. [16] The learning process in the 2013 curriculum does not only occur in classrooms, but also in schools, nature, and society.

3) good example, habituation and parenting ie the teacher is a good example or example for students and guiding students to be well-behaved children such as the teacher always comes early before the students come, throwing garbage in the trash, eating while sitting and use your right hand, speak standard and polite language, always confident, brave, diligent in reading, always exploring your own potential, always motivating students, willing to work together in goodness, always patient (not easily angry/emotional). Teachers also must have good emotional intelligence because it gives an influence on teacher performance in providing knowledge to students [17]). [18] emotional development or learning in students through modeling (the teacher is a good example), teaching emotional recognition, responding to children's feelings, exercising self-control, exercising emotional management, applying discipline to the concept of empathy, practicing communication skills, expressing emotions with words. 4) Interactional and supportive communication that is good communication between the teacher and students makes students enthusiastic in learning, respecting, obeying the teacher, and understanding the use of emotions well in all their lives.

This is consistent with the opinion [19] that the principles in exercising children's emotional intelligence include: the principle of exemplary, the principle of good nurturing, interactional communication patterns, applying supportive communication patterns, and accepting reality realistically.

C. Factors of the Success of the 2013 Curriculum in the Development of Emotional Intelligence of Grade V Students of SDN Adipala 01 Cilacap.

The success factor of the 2013 curriculum in developing emotional intelligence for fifth-grade students at SDN Adipala 01 Cilacap is an education in the family (first and foremost educational environment for a person because of the role of parents directly educating their children when they are young). [20] Care of parents who are loving and educating with the values of life, both religious and socio-cultural, have an impact on the emotional intelligence of their children. [21]. ; Public; playmates; parental care; student personality (internal factors that can be nurtured and strengthened within) [22, 20] as well as monitoring from student guardians, teachers, and communities. Monitoring by the school itself is done through the assessment of attitudes, skills, and results of evaluations conducted every day by the teacher. This is consistent with the opinion of the [16] that the assessment in the 2013 curriculum is an authentic assessment that measures all competency attitudes, skills, and knowledge-based on process and results.

Monitoring student attitudes are carried out continuously to find out the development of student attitudes over time. The teacher also trains students 'thinking patterns to solve problems through group discussions conducted every day, including training students' speaking skills during discussions, presentations, as well as question and answer sessions after presentations.

The school environment has a big role in developing emotional intelligence because the school helps students develop intellectual, moral, spiritual, and emotional potential. [23]. Individual education level affects the emotional intelligence of students [24]. The school environment is an environment that is conducive to social development. [22]. With this monitoring, the teacher can provide follow-up actions for parents of students at home to provide good direction. For example, students learn to manage time and practice self-discipline through parental encouragement. In shaping student attitudes, criticism, and suggestions from the community are also involved. The emotional character of students is also formed when hanging out with friends both at school and at home. This factor can cause changes in positive and negative attitudes. A positive attitude can be formed when there are supervision and control of the students themselves, while negative attitudes can be formed when students cannot control themselves.

IV. CONCLUSIONS

Research on the implementation of the 2013 curriculum to the development of emotional intelligence is important to know the success of 2013 curriculum learning in developing emotional intelligence. Because basically education and curriculum designed by the government are expected to be able to balance intellectual, emotional, and spiritual components comprehensively and be able to maximize all components, learning that not only emphasizes the intellectual intelligence (IQ) but also Spiritual intelligence (SQ) and emotional intelligence (EQ). Emotional intelligence (EQ) is the ability to motivate yourself, overcome frustration, control the urge of the

heart, regulate the urge (mood), empathy, and the ability to work together (Andriani, 2014). The following are some important conclusions, including:

Based on the results of the questionnaire, observations, and interviews conducted at SDN Adipala 01 Cilacap, there was an increase in the behavior of polite and courteous students both in speaking and in attitude, the development of cooperative attitudes, honesty and independence were embedded in the students. The implementation of the 2013 curriculum in the development of emotional intelligence can be done comprehensively through the internalization of the value of character education through the provision of advice, obedience, moral message, provision of learning facilities, warnings, habituation, good communication between teachers and students, and habituation to discipline. The success factors of the 2013 curriculum in developing emotional intelligence are an education in the family and community, playmates, parenting, school climate, and personality of students. In addition, the monitoring of guardians of students, teachers, and school parties is carried out continuously both from monitoring during learning and outside learning in order to find out the development of students' attitudes over time. The school environment has a big contribution to developing emotional intelligence because the environment is conducive to social development. With this monitoring, the teacher can provide a follow-up action for parents of students at home to give a good direction. For example, students learn to manage time and exercise self-discipline through the encouragement of parents.

REFERENCES

- [1] Departemen Pendidikan Nasional. 2003. Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. (Jakarta: Depdiknas).
- [2] Mulyasa. 2013. Pengembangan dan Implementasi Kurikulum 2013. (Bandung: PT Remaja Rosdakarya).
- [3] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. 2013. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 67 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Dasar/ Madrasah Ibtidaiyah. (Jakarta: Permendikbud).
- [4] Fathurrohman, M. 2015. Budaya Religius dalam Peningkatan Mutu Pendidikan. (Yogyakarta: Kalimedia).
- [5] Salovey, P., & Mayer J. 1990. Emotional Intelligence. *Imagination, Cognition and Personality*. 9, pp 185-211.
- [6] Labbaf, Hasan, Mohammad esmaeil Ansari dan Masoomeh Masoudi. (2011). The Impact of the Emotional Intelligence on Dimensions of Learning Organization: The Case of Isfahan university. *Interdisciplinary Bussiness Research*, 3 (5), pp 536-545.
- [7] John, D. Cox. 2011. Emotional Intelligence and its role in collaboration. *Proceedings of ASBBS, ASBBS Annual Conference: Las Vegas*. 18 (1), pp. 435.
- [8] Maliki, S. 2009. Manajemen Pribadi Untuk Kesuksesan Hidup. (Yogyakarta: Kertajaya).
- [9] Yadav, Nidhi. 2011. Emotional Intelligence and its effects on job performance: A comparative study on life insurance sales professionals. *International Journal of Multidisciplinary Research*. 1 (8), pp 248-60.
- [10] Preeti, B. 2013. Role of Emotional Intelligence for Academic Achievement for Students. *Research Journal of Education Sciences*. 1 (2), pp 8-12.
- [11] Goleman, Daniel. 2015. Working With Emotional Intelligence (terjemahan). (Jakarta: Gramedia Pustaka Utama).
- [12] Mulyasa, E. 2007. Menjadi Guru Profesional menciptakan pembelajaran Kreatif dan Menyenangkan. (Bandung: Rosdakarya).

- [13] Ghanizadeh, A., & Moafian, F. 2010. The Role of EFL, Teacher Emotional Intelligence in their success. *ELT Journal.*, 64 (4), pp 424-35
- [14] Bracket, M. A., & Mayer, J. D. 2003. Convergent, Discriminant and Incremental Validity of Competing Measures of Emotional Intelligence. *Personality and Social Psychology Bulletin*, 29, 1147-58.
- [15] Gill-Olarte, P., Palomera, R., & Bracket M. A. 2006. Relating Emotional Intelligence to social Competence and Academic Achievement in High School Students. *Psicothema*, 18, pp 118-123.
- [16] Direktorat Jenderal Pendidikan Islam. 2013. *Direktorat Pendidikan Agama Islam, Pedoman Umum Implementasi Kurikulum 2013*. (Jakarta: Kementerian Agama RI).
- [17] Kremenitzer, J. P. 2005. The Emotionally Intelligent Early childhood Educator: Self Reflective Journaling. *Early Childhood Education Journal*. 33 (1), pp 5-14
- [18] Ali Nugraha & Yeni Rachmawati. 2013. *Metode Pengembangan Sosial Emosional*. (Banten: Universitas Terbuka)
- [19] Asmaya, E 2010. Prinsip Melatih Kecerdasan Emosi Anak. *Jurnal Dakwah dan Komunikasi*, 4 (2), hal 314-28.
- [20] Rosita, Lekaviciene & Dalia Antiniene. 2016. High Emotional Intelligence: family psychosocial factors. *Future AcademyR's Multidisciplinary Conference*. Pp 609-617. (Kaunas: Procedia-Social and Behavioral Sciences 217.
- [21] Asghari, Mahsa Sadat & Besharat, Mohammad Ali. 2011. The relation of perceived parenting with emotional intelligence. *WCPCG-2011*, 30: 25-30 Mei 2011. (*Procedia-Social and Behavioral Science*), pp 231-35.
- [22] Marc A. Brackett, Susan E, Rivers and Peter Salovey. 2011. Emotional Intelligence, Social Intelligence and Learning Behaviour. *Asian Social Science*.11 (13), pp 98-107.
- [23] Behera, A. K. 2016. Understanding Emotional Intelligence in Educational Context. *International Journal of Humanities and Social Science Invention*. pp 17-28.
- [24] Rauf, F. H. A., Tarmidi, M., Omar, M., Yaaziz, N.N.R. & Zubair, N. I.D.N. 2013. Personal, Family and Academic Factors toward Emotional Intelligence: A Case Study. *International Journal of Applied Psychology* 3 (1), pp 1-6