

Emotional Intelligence and Creativity of History Teacher

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ABSTRACT

This research conducted at Senior High School in City of Manado, North Sulawesi Province. Creativity of the teachers play important roles to achieved the goals in education at school. Along with that, every teacher including history teacher should had creativity to do their responsibility as a professional educator. Moreover, emotional education being one of many other factors affect the creativity of history teacher. The aims of this study were to obtained description about influence of emotional intelligence to history teacher creativity through using survey method with quantitative approach. In order to collect the data using instrument like questionnaire based on Likert Scale. The result elucidates that the emotional intelligence delivers positive affect to history teacher creativity with coefficient 0.671 and tcount 3.671>table 1.66. The creativity of teacher was crucial in learning even could be the way in to reach higher achievement of students education. Better management of emotional intelligence could create good interaction for both educative and effectiveness, likewise more better management of emotional intelligence would provide the space to creativity and innovation in support the teachers to be become more creative and innovative.

Keywords: Creativity, Emotional Intelligence, History Teacher, Senior High School

1. INTRODUCTION

The Indonesian people face many national problems as adults The creativity of teacher was urgently needed in the running duty for professionalism of teacher in school, so there will be produce new ideas through found many possibilities answer to solving the problems. A long with creativity, there will be driving elements that come from inner energy. Priyadarma explains the element of creativity include self-confidence, compassion and intuition [1]. A good teacher has an awareness of success for all students, shows the ability to adapt and change to meet the needs of students, feels uncomfortable if they don't know, reflects commitment to work, learns from various models.

A teacher must be creative, diligent and not easily bored, not resourceful in solving problems, rich in initiative, sensitive to environmental situations, more oriented to the present and the future, have a good self-image and emotional stability, interested in things that are abstract, complex, have original ideas, have broad interests, use free time for activities that are useful and constructive for self-development, are critical of the

opinions of others, like to ask good questions, have high moral and aesthetic ethics awareness [2].

The teacher's task will be good if the teacher has carried out the elements consisting of high loyalty and commitment to teaching tasks, mastering and developing lesson materials, discipline in teaching and other tasks, having a high work ethic, creativity in carrying out teaching, cooperation with all school members, leadership that is a role model for teachers and students, good personality, honest and objective in guiding subordinates, and responsibility for their duties.

In the future, teachers who really have creativity, are critical, are open in society and think about existing educational problems and continue to strive to improve the quality of education for the progress of nation development. Furthermore, when examining the creativity of History teachers, it cannot be seen from the ability to create something good in fostering an interesting and conductive learning atmosphere, but also the need to have the ability to manage oneself and the ability to build and maintain good relationships with others.

Teachers as educators must have the ability to manage and control themselves in educating students well. A teacher who has good self-management usually has good emotional intelligence as well. Emotional intelligence in question is the ability of a person to control his emotions when faced with pleasant or painful situations [3]. Furthermore, Goleman stated that emotional intelligence is a person's more ability to motivate oneself, endurance in the face of failure, controlling emotions and delaying gratification and regulating mental states [3].

Triguna said that creativity will emerge a lot when a person's environmental conditions are conducive based on good self-confidence (emotional intelligence) [4]. Full of confidence encourages someone to dare to challenge anything in life in the world and be optimistic that they will always win. Courage is humble and full of love that will flow to others and there is an empowerment of resources that are mobilized for anything based on the right values, then various kinds of creative thinking emerge to find the best and optimal ways or methods in carrying out their duties as professional educators.

Creativity is a person's ability to create new concepts, methods, ways using the knowledge he has [5]. Hereafter, Campbell in Oteng explains that creativity is an activity that brings results with the following characteristics:

- a. Innovative, unprecedented, fresh, interesting, whimsical, surprising, and ground-breaking.
- b. Useful, tastier, better, more practical, simplify, expedite, encourage, develop, educate, solve problems, reduce obstacles, overcome difficulties, bring about better or more results.
- c. Understandably, the same result can be made another time [6].

Creativity is the ability to provide new ideas by finding many possible answers to a problem, which emphasizes the quantity, dependence and diversity of answers and applies them in problem solving [7]. Creativity has driving elements that come from energy from within ourselves. Priyadarma explains the elements of creativity include self-confidence, integrity, compassion and intuition [1]. Good teacher has a sense of purpose, has hope of success for all students, demonstrates the ability to adapt and change to meet student needs, feels uncomfortable if not knowing, reflects commitment to work, learns from various models.

It is emotional intelligence that motivates a person to seek benefit and activates deepest aspirations and values, transforming what one think's into what one lives. Emotional intelligence requires a person to learn to recognize and appreciate feelings in himself and others in order to respond appropriately apply information and energy, emotions in daily life and work. So emotional intelligence is the competence to feel, understand and effectively apply the power and sensitivity of emotions as

a source of information, connections and human influence [8]. Meanwhile, Goleman mentions that emotions can actually lead individuals to face critical moments and tasks that are too risky if only left to the brain, for example persisting in achieving goals despite disappointment [9]. According to Chandra emotions are the power that connects people to the most valuable things in their lives. Without emotion man cannot realize how valuable something is for his life [10].

Bahaudin argues that emotional intelligence is the ability or skill to control oneself, have high enthusiasm and perseverance, be able to motivate oneself and be able to do things and be able to interact well with others [11]. Goleman further stated that emotional intelligence is the ability to recognize our own feelings of others, the ability to motivate ourselves and the ability to manage emotions well in ourselves and in relationships with others [12]. In addition, Goleman also describes several characteristics of emotional intelligence that are embedded in a person in the form of (a) self-motivation ability; (b) resilience in the face of frustration; (c) the ability to control impulses and not exaggerate pleasure; (empathy) the ability to maintain the mood and keep the burden of stress paralyzing the ability to think, empathize and pray. These abilities can make a greater contribution to a person to be able to overcome various life problems.

If a person has various abilities that are a reflection of his emotional intelligence, then he will achieve his goals. This is possible because he does not give up quickly when facing trials and challenges, can motivate himself when he is hit by boredom, and can understand and interact with other people. Emotional intelligence is needed to overcome various life problems and subsequently becomes an important basis for becoming a responsible, caring, loving and productive adult human being.

According to Rohiat, emotion ignite creativity and drive power [13]. Furthermore, it is also explained that ability in emotional intelligence can give birth to high creativity in order to achieve success for oneself, others and the organization. So emotional intelligence is the ability to feel, and effectively apply power and emotion as a source of energy, information for a creative teacher in carrying out his duties as a professional educator. When the teacher is able to manage his emotional intelligence well, it must have an influence on his creativity in carrying out learning tasks properly and correctly.

The prime issue to do this research is whether emotional intelligence has an effect on teacher creativity, especially history teacher in senior high school. Therefore, the purpose of this research is to describe the effect of emotional intelligence on teacher creativity.

2. METHOD

The research method used in the survey method with a quantitative approach and followed by correlational

techniques. By using the correlational techniques, it will be known to what extent the variation in a factor is related to the variation in other factors based on the correlation coefficient. The data collection technique was carried out using an instrument in the form of a questionnaire with a Likert scale. The distribution of the list of questions refers to research variables, there are 1) teacher activity, measured by an instrument in the form of a questionnaire, which assesses and fills in the Principal; 2) emotional intelligence, measure by an instrument in the form of a questionnaire and the teacher is the respondent. Questionnaire is a set of written questions given to respondents with the intention of revealing the circumstances, impressions that exist on the respondent and outside himself.

3. RESULTS AND DISCUSSION

The results showed that emotional intelligence had a positive effect on the creativity of History teachers. This is indicated by hypothesis testing data that emotional intelligence has a positive effect on the creativity of History teachers with an influence coefficient of 0.376 and the tcount value is $3.761 > t_{table}$ value is 1.66. This data shows that the better the management of emotional intelligence, the greater the creativity of teaching teachers during the Covid-19 pandemic.

Examining the teacher creativity, it can not only be seen from the ability to create something good fostering an interesting and conducive learning atmosphere, but also need to have the ability to manage oneself and the ability to build and maintain good relationships with others. This ability by Goleman is called Emotional Intelligence or Emotional Intelligence. In the results of his research explained that emotional intelligence can be as effective, and sometimes more powerful than IQ, even IQ only contributes 20% to the factors that determine success in life and 80% is filled by other factors [9].

Emotional intelligence in question is the ability to monitor these feelings to guide thoughts and actions, so emotional intelligence is needed in carrying out the task of achieving success. In connection with that Patton said that people who have emotional intelligence will be able to face challenges and make a human being who is full of responsibility, productive and optimistic in facing and solving problems, where these things are very much needed in the work environment. [14]

Therefore, teachers as implementers of education in schools need to have good emotional intelligence so that they can see, understand and apply their emotional power as a source of information by displaying creative ideas in solving problems encountered in the work environment. [15]

The teacher plays an important role in the intellectual development of students because the teacher is the key to effective learning activities (affective), especially in

student learning outcomes (cognitive). In the process of learning and teaching, creativity in learning is part of an inseparable system with students and educators. The role of teacher creativity in teaching is not only helping the learning and teaching process by covering one aspect of the human self, but also covering other aspects. Ngongo's research reveals that the teaching creativity of sociology teachers has an effect on student learning achievement, where various factors affect teacher's teaching creativity including teacher discipline factors, completeness of infrastructure, teacher education level and teacher teaching skills. [16]

Teachers also need to understand some of the most common misconceptions that need to be corrected, such as : a) emotional intelligence does not mean "being friendly". At certain times what is needed may not be a "friendly attitude" but perhaps a firm attitude that is definitely not pleasant, but reveals a truth that has been avoided; b) emotional intelligence does not mean giving freedom to feeling to dominate feelings, but managing feelings in such a way that they are expressed appropriately and effectively, which allows people to work together smoothly towards a common goal.

Emotional intelligence is the ability to feel, and effectively apply power and emotion as a source of energy, information for a creative teacher in carrying out his duties as a professional educator. Emotional intelligence that is managed well can lead individuals to face critical moments and tasks that are too risky if only left to the brain, such as persisting in achieving goals despite disappointment. According to Chandra, emotions are the power that connects people to the most valuable things in their lives. Without emotions, human cannot realize how valuable something is to their lives [10]. So emotional intelligence has an important meaning for teachers because it can be an activator or impetus to do or react to create a better and more enjoyable learning atmosphere in the classroom. As stated by Bahaudin that emotional intelligence is the ability or skill in controlling oneself, having high enthusiasm and perseverance, being able to motivate oneself and being able to do something and be able to interact well with others. Ability in emotional intelligence can give birth to the creativity of teachers in solving the problems they face as well as being sensitive to problems faced in the work environment [11].

In addition, Nasir revealed that there are several things needed for efforts to develop teacher creativity, including 1) teacher personality, 2) teacher motivation and creativity in the learning process, and 3) teacher productivity at work. These three things are components that are directly interrelated in guiding teachers to be assertive and more creative in carrying out learning [17].

Achieving the quality of adequate educational outcomes not only requires teachers to be able to realize a set of roles and tasks that they carry out, but is also determined by the embodiment of ideas or creative ideas

and behaviour in the learning process. Without being accompanied by the ownership of creativity, the work realized by teachers tends to be unsatisfactory and far from achievements of effective teachers in carrying out learning tasks in schools in improving the quality of education. Teacher creativity is an important thing in learning and can even be an entry point in efforts to improve the achievement of student learning outcomes.

4. CONCLUSION

Based on the research that has been done, it can be concluded that emotional intelligence has a positive effect on the creativity of teachers. That is, the better the emotional of the teacher will lead to an increase in the creativity of the teacher in carrying out learning during the Covid-19 pandemic.

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