

Building Emotional Quotient Students in Poetry Learning

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ABSTRACT: Emotional quotient (EQ) is one important aspect that influences student success in every learning activity. The impression of learning is limited to knowledge that leads to the development of cognitive domains without considering the affective and psychomotor domains students have. As a result, student skills become unbalanced. Unwittingly, emotional intelligence actually has a role in shaping students' learning skills and behavior. One of the lessons that can build students' emotional quotient is poetry, because it must involve the elements of their feelings and emotions. The purpose of this study is to build teacher's in-depth understanding of the importance of building students' emotional intelligence in learning activities. This study uses a qualitative method to address existing problems. The result, in this study found a change in teacher perceptions about the importance of building students' emotional quotient. The change in student learning behavior becomes more eager to follow learning activities also become one of the results in this study.

KEYWORDS: Emotional Quotient; Learning; Poetry

I. INTRODUCTION

The success of learning activities can be seen from various aspects, one of which is student behavior. Education that is carried out in reality is still not able to shape and direct student behavior properly. There are still many cases of student delinquency which stem from the failure of the concept of education being implemented. The main problem of the focus of the problem is in the learning process implemented by the teacher (Cakir, 2014). They always emphasize the cognitive aspects, without regard to the needs of students on the affective and psychomotor aspects. The obvious effect is that learning activities become unbalanced (Taxonomy, 2000; Interactive, 2014). In fact, the success of education today is no longer measured only by academic value, but also by one's behavior and way of thinking.

The affective domain is one aspect of Bloom's theory that needs to be considered in implementing learning. In this realm there are aspects of students' feelings and emotions namely Emotional quotient. That is a new concept developed by Daniel Goleman in his 1995 work entitled "Emotional Intelligence". He took the concept of emotional intelligence from psychologist Peter Salovey from Harvard University and John Mayer from the University of New Hampshire (Jarnagin, 2009; Reid, 2008). The concept of this theory has added knowledge in the world of education, while changing the direction of education itself. Specifically, the concept of EQ is in harmony with Bloom's theory of the affective domain, because it discusses the sensitivity of feelings and emotions in students.

Emotional quotient becomes one of the important factors that is very influential in learning success. The results of contemporary psychology research show that with factors derived from IQ, learning and achievement are determined by Emotional Quotient (EQ). It can provoke action, because emotions are at the root of the urge to act separately from the reactions seen in the eye. In learning activities, EQ acts as a stimulus that encourages someone to use thinking skills to eliminate learning difficulties (Journal, 2014; Rangan&Chandhrika, 2003; Nall, 2009).

Emotional Quotient is a part of students' skills that can develop with a continuous training process. EQ provides a good role to foster student morality and behavior, because they will be very sensitive to the circumstances (Gardner, Stough, Dulewicz, & Higgs, 2000; Abdullah, Elias, Mahyuddin, & Uli, 2004). The basic emotional quotient skills cannot be developed suddenly, but it requires a process to learn them, and the environment that shapes them. The core of the emotional quotient concept that has been introduced is the person's ability to build and form emotions properly.

In learning activities, there must be an emotional quotient aspect to support each student's potential. Therefore this aspect needs to be built with appropriate learning. One of the lessons that can build and shape students' emotional quotient is poetry. In this study, students will be invited to develop empathy and critical thinking skills to understand their contents. In poetry learning students will also get the freedom to think creatively and participate actively, so that emotional quotient can be well formed (de Vries, 2019).

II. POETRY LEARNING IN FORMAL EDUCATION INSTITUTIONS

Poetry is one type of beautiful literary work. The beauty lies in the choice of words, intonation, and mandate in it. If seen from the effects obtained by students from poetry learning, it can be said that this is one of the important learning materials (Mazza, 2017). The elements of poetry builder can change students' mindset and behavior, so they get lessons from experience.

If the benefits of learning poetry like that can be understood by everyone, of course it will have an impact on changing students' attitudes for the better. The current problem is in formal educational institutions, such as in schools, poetry learning is still not optimal. That is caused by the skills of educators in the field of literature is still poor. They usually only prioritize language-based skills for students to learn. The visible effect is the tendency of students to pursue cognitive domains (Ahmad, Ur Rehman, Ali, Khan, & Khan, 2014; Ilyas & Abdullah, 2016).

Further worsening the condition, the mismatch between expectations and reality causes errors in the perception of educators to give appreciation to students. The definite form of appreciation that will be done is limited to giving academic values, but ignores the assessment of attitudes, feelings, and other skills. The obvious effect is that students' attitudes lead to juvenile delinquency.

In the modern era like today, it takes learning innovations that can combine Bloom's theory into real activities. The experience that is built will be an unforgettable learning for students. For this reason, the importance of emotional quotient in building student skills and changing educators' perceptions is needed in every learning activity in all educational institutions.

III. IMPLEMENTATION OF POETRY LEARNING TO BUILD STUDENT'S EMOTIONAL QUOTIENT

Poetry learning has great potential to build students' emotional quotient, because each student will start thinking about his appreciation. Poetry was created with the overall mandate by the author. That will make the learning process feel balanced by combining the thoughts and feelings of students. The steps that can be taken to build students' emotional quotient by learning poetry are described as follows.

First, educators direct students to find poems that fit the theme of the lesson being taught. This relates to the learning objectives to be achieved. The importance of learning objectives will determine the direction of learning activities that take place (Ellis, Gere, & Lamberton, 2003). Students will find poetry, then read them. The activity is not carried out only once or twice, but repeatedly so that students have a picture of the poem they read. This process requires the role of educators to oversee and evaluate the depth of students' understanding of the poem being read. That can be done with students reading poems aloud. At this stage, the educator must be able to help students explain the intonation and tone associated with the poem. The accuracy of the tone and intonation of reading poetry will have an impact on the sensitivity of students' feelings, because it directly requires the process of synchronizing one's thoughts and feelings.

Second, through poetry writing activities. Students who are skilled in using every potential in themselves and combine the results of thoughts and feelings, evidenced by the tulian they make (Sundusiah, Rofiuddin, Suwignyo, & Basuki, 2019; Lamarque, 2013). Writing poetry is not an easy thing to do. Everyone involved in learning activities, in this case are educators, must be able to motivate, direct, educate, and set a good example in every case. Of course it is related to poetry material that aims to build students' emotional quotient. By writing, students will be invited to involve elements of their thinking. Most people are only able to speak at a level, but if writing is still bad. Poetry writing must pay attention to the use of words that are appropriate, and can be implied by a certain mandate. The activity requires a balance of the brain and heart that comes from students' emotional quotient.

Third, with integrated training in ethics and courtesy of students when commenting on every poem they read. Poetry has many interpretations for readers (Poetry & Gervás, 2000). This is then called multi-interpretation. Each student will have a different interpretation depending on the perspective they have when interpreting poetry. The two steps above, end with poetry reading by each student and give a comet to their interpretation. Ethics and politeness to comment on the work of students need to be considered educators so that students become sensitive to the feelings of others.

On the basis of these three steps, it is imperative for educators to improve their skills and professionalism so that learning takes place in accordance with the objectives to be achieved. If you pay attention to each aspect, it is very possible to be able to build a better emotional emotional students. Everyone must have an awareness of their roles and functions so that students are not only intelligent in terms of their cognitive, but also affective and psychomotor.

IV. FINDINGS

Science and technology that develops rapidly require everyone to be better and more useful, especially for themselves and others. That in fact still does not make education better. The phenomenon of student success is only measured by the acquisition of absolute values. Students and parents prioritize cognitive domains alone

without a balance of affective and psychomotor. In this study, also found wrong perceptions of educators. They consider learning that can build students' emotional quotient only as material that is optional. Furthermore, this study found that most educators still had low literacy skills. In essence it is not in accordance with the national mandate and the demands of the teaching profession. In connection with this study, the level of education of an educator is in fact still unable to change the direction of the world of education for the better.

This study clearly directs every possibility that can be achieved to build students' emotional quotient through various perceptions, one of them is by learning poetry. By considering every aspect and elements in poetry, in reality it is proven to be able to develop and develop sensitivity of students' feelings. This is corroborated by statements from (McCulliss, 2013; Ogunnaike, 2016) that literary learning can build awareness and moral ethics among students.

V. CONCLUSION

Overall, this study has shown the process of building students' emotional quotient through poetry learning with a variety of clear descriptions. In this study has its own limitations, namely about time, the subject being studied and the material chosen. The researcher's expectation is that there will be a perfect study of the process carried out. The results of this study explain that a process of building emotional students can be done by learning poetry.

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