

THE DEVELOPMENT OF AFFECTIVE LEARNING MODEL TO IMPROVE STUDENT'S EMOTIONAL QUOTIENT

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ABSTRACT: The importance of balancing the intellectual, emotional, and spiritual intelligence in education is a form of improving the quality of students' self. Self-quality affects the success of the students in the future. In the educational world currently, students' success is not only reviewed from the intellectual aspect but also their emotional intelligence, namely attitudes and affective skills. However, the implementation of learning is merely transferring knowledge from teachers to students only. The formation of attitudes and affective skills have not been fully implemented. It was demonstrated from the KPAI data in 2019. There were 13% of violence by students to teachers and 30% of violence among students. Therefore, the affective learning model for students is crucial to be conducted. The purpose of this research is to develop and analyze the model of affective Learning at SMA Negeri 2 Bangli. The research method used in this study was Borg and Gall with quantitative and qualitative data analysis techniques. The results of this study include 1) The Affective Learning Model has a positive impact for teachers and students during the study, 2) The development of the Affective Learning Model provides the influence to improve Emotional Quotient in the subject of Hindu religious education subject in the students of SMA Negeri 2 Bangli. It is indicated by the results of the t-test result for Emotional Quotient was $t=12,712$, $p<.001$.

KEYWORDS: (affective learning model, emotional intelligence)

I. INTRODUCTION

Improving the quality and quantity of human behavior will significantly affect success in the future. It was also conveyed by Goleman (2000), student success is not only determined by intellectual intelligence but also the existence of commitment, motivation, sincerity, discipline, work ethic, and ability to empathize, interact, and integrate. Goleman's statement is one of the functions of education. In Indonesia, the function of national education is contained in the Law concerning National Education System (Sisdiknas) No. 20 of 2003 Chapter II Article 3, which stated:

The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potential so that they become persons imbued with human values which are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.

Based on the law above, the goal is to develop students' potential to become intelligent people, knowledgeable, noble, skilled, creative, and independent. Therefore, in the current development of education, the balance between intellectual intelligence, emotional intelligence, and spiritual intelligence is necessary. Further, it also improves the quality and quantity of human behavior in cognitive, affective, and psychomotor forms.

Moreover, the education process still focused on and emphasized cognitive achievements. The affective aspects that are a substantial provision for the students' futures have not been developed optimally. In this case, the affective aspect is currently excluded from students' perceptions. Hence, numerous immoral acts occur in the education environment, including the existence of bullying, extortion among friends, and brawls among students from different schools. The KPAI data released in 2019 showed that there was 13% violence by students to teachers and 30% violence among students. These attitudes will disrupt the process of achieving students' success.

Furthermore, problems regarding student attitudes and skills most frequently occurred in less essential subjects, according to the students, such as religious education subjects. There were several problems faced by Religious Education teachers, including the material that only required memorization. Thus, it made students bored. Especially in the learning process, the teacher only implemented the lecture and assignment methods. Besides, religious education subject was mostly allocated in the last hours. It caused students to feel lazy and not focused on the learning process. Then, it ends with joking among students. Meanwhile, the aim of learning Religious Education is to develop students' abilities in understanding, living, and practicing religious values that harmonize mastery in science and technology.

Based on the description above, researchers are interested in further researching concerning the development of affective learning model in the Hindu Religious Education subject at SMA Negeri 2 Bangli. Affective learning model becomes one of the ways that can be done by the teacher in increasing students' emotional intelligence. With the affective learning model, it is expected that students' Emotional Quotient will increase, including being more concentrated and focused on learning, accustoming to expressing opinions, daring to step forward, being confident, fostering good relationships with friends, understanding friends, and empathizing with friends.

II. RESEARCH METHOD

The development of the affective learning model in increasing students' Emotional Quotient implemented the Research & Development (R&D) approach by following Borg and Gall research and development procedures (Pargito, 2009: 50) through several steps. The first step was completed to conduct a preliminary study with field observations and pre-survey, such as a literature review. This step was conducted to determine whether the learning development model made can be completed or not. The second step was to develop a conceptual model according to material developed based on theoretical studies. The third step was to validate the learning model by practitioners and experts. The fourth step was to conduct a limited trial using an observation sheet and a questionnaire regarding Affective Learning Development. The fifth step was to revise the main product by conducting a preliminary test of the affective learning model. Then, the improvement or revision was generated based on the input and suggestions from the students. Therefore, it produced a better learning model. The sixth step was to conduct the main trial after the model was revised. Then, the model was tested using one classroom as a sample. The subjects of this study were thirty students of XI IPA grade, which in the second semester. The data collection techniques in this study included observation, interviews, questionnaires, and document analysis. The data collection techniques of this study were qualitative and quantitative analysis techniques. This study applied triangulation data as the qualitative analysis, while the validity and reliability test on examining the intelligence questionnaire and t-test on measuring the effectiveness of the model as the quantitative analysis.

III. RESULTS AND DISCUSSION

In developing the affective learning models to improve students' emotional intelligence, this study conducted several stages, including: **The first stage.** Based on observations, the learning model of the Hindu Religious Education subject at SMA Negeri 2 Bangli was done in the one-way form (conventional models). Generally, the learning model applied was still dominant in achieving cognitive aspects. In this case, the teacher emphasized more on the achievement in terms of knowledge, not in terms of understanding and behavior. As for the follow-up of this observation, a preliminary study was conducted to 1) determine the initial conditions in the development of the affective learning model in the subject of Religious Education; 2) analyze the planning of religious education learning conducted by the subject teacher; 3) explore the knowledge and understanding of SMA Negeri 2 Bangli students about affective learning model.

The preliminary study results indicated the following results (1) the learning process in Hindu Religious Education subject was still dominated by the lecture method. Hence, the students had a lack of Emotional Quotients, such as lack of politeness and empathy for friends. Thus, it provided opportunities to use the affective learning development model with a considered approach, (2) the average knowledge and understanding of students regarding the affective learning model were low. It can be viewed from the results of the questionnaire given to students to measure knowledge and understanding of the affective learning model, which only about 54%.

The second stage. The development of the affective learning model, especially by considering the learning model in the subject of Religious Education, aims to improve students' emotional quotient, complete the development of the learning model, and add to the students' understanding. In developing the affective learning model that will be applied at SMA Negeri 2 Bangli, several issues need to be considered including (1) the raw inputs such as curriculum, materials, methods, and students of SMA Negeri 2 Bangli; (2) the learning process starting from planning, implementation, and evaluation; (3) the output in the form of affective ability; (4) the outcome in the form of increase emotional quotient. Based on the results of preliminary studies and literature studies, the concept of a learning model that can improve students' Emotional Quotient can be described as follows:

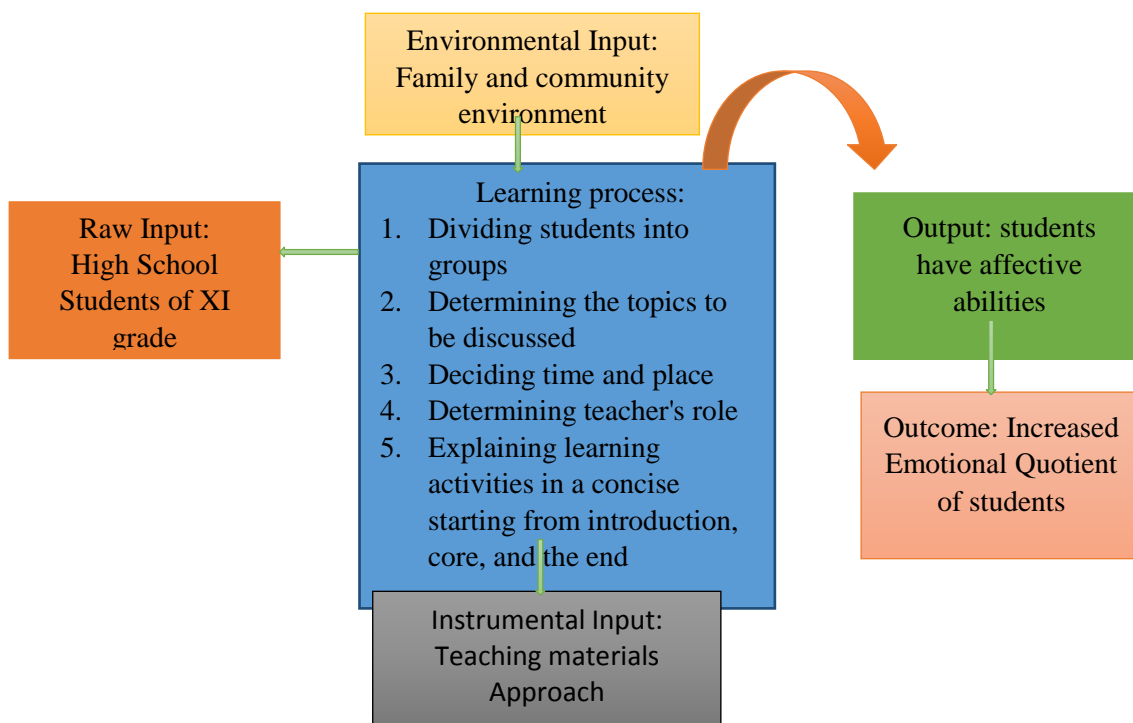


Figure 4.5 Conceptual Model of Affective Learning

The concept of developing affective learning model above can be explained as follows:

- a. Raw input on affective learning was students. They must follow the socialization of affective learning models and have high responsibility and commitment in coordinating learning activities.
- b. Environmental input was an environmental aspect that has contributed to the smooth learning activities. Environmental factors included the family environment and the community environment. Education provided from the family environment can impact the formation of attitudes and understanding of norms in students. Meanwhile, the community environment influenced students to learn together.
- c. Instrumental input in affective learning included components, including 1) determining teaching material was done through need analysis and adapting it to the model to be applied, 2) affective learning model used was a consideration model where students were expected to have the ability to understand about feelings. Then, they responded, analyzed responses, and observed the consequences of their actions, 3) the methods applied to this affective learning activity were by using lecture, question and answer, assignment, group work, and inquiry. Learning mechanisms were steps taken in line with the learning model that will be applied.

- d. Output in the form of expected learning outcomes from this affective learning model was an increase in knowledge and understanding of the importance of Emotional Quotient and increased affective competence in students such as a sense of cooperation, caring, and togetherness,
- e. The outcome of affective learning was in the form of caring, considering others, working together, and living in harmony with other students.

The third stage. It was done by validating the concepts of affective learning and validation of experts consisting of education experts and experts on religion. In expert validation activities, generally, several issues that could be used in creating drafts of the development of affective learning model, including (1) the model to be developed should represent reality in learning, (2) the development design was based on a factual model of the results of the preliminary study. The results at this stage were the affective learning model that is ready to be trialed. **The fourth stage.** It was completed by conducting limited trials of the affective learning model. The pilot activity aims to determine the feasibility of this affective learning model based on the teacher's responses, which obtained from observations and interviews. The next stage was the revision stage. It was a stage to create improvements after a limited trial.

After conducting several stages of development, the conceptual model of affective learning aiming to improve the Emotional Quotient, where most religious learnings emphasized more on the cognitive aspects while the affective aspects were ignored in the learning process, was formulated. In developing this affective learning model, some positive issues were obtained from both the teacher and students. Positive issues done by students include 1) help students to have a sense of caring and attention, 2) help students to have a more active discussion during the learning process, 3) help students to think critically, it seemed that there were some responses from students regarding the material presented, 4) help students to have more fun learning because students were given the freedom to decide but must be accountable, and 5) be able to collaborate in preparing students' reports.

Meanwhile, the benefits of the affective learning model for teachers include: 1) this learning model can invite students to accept all friends in the classroom, 2) this learning model help teacher facilitate delivering material in the classroom, 3) teachers can encourage students to think critically and creatively, 4) this learning model can instill and develop positive attitudes of students, such as giving freedom to students to respond and triggering students' openness and readiness in accepting lessons. Thus, the affective learning model required the habituation and modeling done by the teacher. It was also emphasized by Aifah (2019), which stated that the development of affective learning strategies is learning related to attitude. Therefore, the pattern of habituation and modeling is a process in affective learning. The results of the effectiveness of the affective learning model can be seen in the table below:

Table 1. Description of Emotional Quotient Instrument Result Data

Sample Group	N	Mean	Standard Deviation	Variance	Lowest score	Highest Scores
Initial EQ Test	30	74,93	10,51	110,55	53	89
Final EQ Test	30	92,50	9,44	89,09	61	108

From the table above, it can be seen that the mean initial score of the pre-test (Emotional Quotient) is 74.93, with a standard deviation of 10.51 and a variance of 110.55. The lowest score was 53, while the highest score was 89. For the final test (post-test), the Emotional Quotient (EQ) sample size of 30 people obtained a mean EQ score of 92.50 with a standard deviation of 9.44 and a variance of 89.09. The lowest score was 61, while the highest score was 108. The analysis continued with the prerequisite test analysis by calculating the normality of data distribution. The analysis reference used was Shapiro-Wilk and QQ Plots. The initial test results

obtained from the probability value distribution (Sig.) on the Development of the Affective Learning Model was 0.165. The final test for the probability value (Sig.) on the Development of Affective Learning Model was 0.262. The probability value (Sig.) for the initial test on the Development of Affective Learning Models based on the Shapiro-Wilk test was 0.165. It was higher than 0.05. Meanwhile, the final test on the Development of the Affective Learning Model based on the Shapiro-Wilk test was 0.262. It was higher than 0.05. Therefore, the data were normally distributed. Paired samples t-test result was conducted to determine the effect of the Development of Affective Learning Model to improve Emotional Quotient in Hindu Religious Education Subject. It was shown in the following table:

Table 2. Paired Samples t-test Results on the Development of Affective Learning Model

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Confidence Interval of the Difference of 95%				
				Lower	Upper			
Pair 1 PRE TEST - POST TEST	-17.567	7.569	1.382	-20.393	-14.740	-12.712	29	.000

From the above table, the calculated t-test for the Emotional Quotient is 12,712 with a probability (Sig.) of 0,000. Since the probability (Sig.) of 0,000 <0.05, then, H0 is rejected. It means that there is a significant influence on the Development of the Affective Learning Model in increasing Emotional Quotient in the Hindu Religious Education Subject. Based on the results of this processed data, it can be concluded that the Development of Affective Learning Model influences to improve the Emotional Quotient in Hindu Religious Education Subject in SMA Negeri 2 Bangli. The results of this study indicated that the affective learning model could be applied in classroom learning. Thus, it can improve the quality and quantity of students. In the application, it was expected to be able to help teachers improve emotional quotient. Hence, students became more concentrated and focused on the learning process. Students will be accustomed to express opinions, dare to step forward, be confident, foster a good relationship with friends, understand friends, and empathy with friends. The formation of the Emotional Quotient of students should be more explored, especially in the school environment. Students are not robots that can be controlled with the system. They should be guided with care and affection. During activities at school, it is the responsibility of a teacher to guide students. It should be highlighted that this research was conducted to reveal solutions to the phenomenon of students' attitudes that were less responsive, unfocused, and sleepy in the classroom while having a learning process.

The solution chosen was the affective learning model. The affective learning model was proven to be influential and positively impacted students and teachers in increasing students' emotional quotient. However, the success or failure of the application of the affective learning model was inseparable from the factors that influenced it. Supporting factors that encourage the successful implementation of the affective learning model include; 1) the competencies of the teacher in the cognitive, affective, and psychomotor fields, 2) facilities and infrastructure that support the learning process, 3) the ability of teachers to provide attention and motivation to their students. Teachers should generate student motivation because without learning motivation, the learning outcomes will not achieve maximally (Rochman Natawidjaja and L.J.Moleong, 1979: 11). Motivation and attention given to students will make students be more excited and feel respected for their efforts. These impacts will make students more confident, communicative, and eager to learn. Possible factors that hinder the application of the affective learning model include; 1) the existed interaction between the teacher and students was still weak during the learning process; 2) there was a weakness in the curriculum development that was applied.

CONCLUSION

The success of students in the learning process is not only determined by intellectual intelligence but also the existence of motivation, work ethic, commitment, integrity, and communication. Learning in school does not only focus on cognitive aspects but also other aspects, such as attitudes and feelings. Emotional, intellectual, and spiritual intelligence must be balanced in the learning process so that students have qualified self-qualities useful in the future. In fact, the learning process at school still focused on the cognitive aspects, while the

emotional and spiritual aspects were not given much attention so that there were numerous cases of sexual immorality among students or peers. School learning needs to balance intellectual, emotional, and spiritual aspects because it is highly essential for students in facing the work field. On the other hand, learning that provides spiritual aspects, i.e., religious learning, was lacking in motivation because it only used the memorization method without the existence of an appropriate affective learning model. Thus, the spiritual, intellectual, and emotional aspects of students can increase. To improve these aspects equally, the affective learning model should be conducted on Hindu subjects. It was proven to have a good impact on students' emotional intelligence.

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