

The Effect of Method of Teaching And Learning Emotional Intelligence History Student Affairs SMA Jakarta

Nurzengky Ibrahim

Universitas Negeri Jakarta

ABSTRACT

This study aimed to reveal the effect of Emotional Intelligence Learning Method and the History of Student Learning Outcomes SMAN Jakarta. Metode experimental method used is to design treatments by level 2 x 2 with variable outcome variables studied history and learning methods as well as one independent variable 2 emotional intelligence. The results showed (1) The study of high school students who follow the history of learning methods sociodramatic higher than students who take conventional learning methods, (2) there is a significant interaction effect between emotional intelligence learning methods and learning outcomes history of high school students. (3) for students with high emotional intelligence learning methods sociodramatic better learning outcomes than conventional learning methods, and (4) for students who have low emotional intelligence with conventional teaching methods better learning outcomes than learning methods sociodramatic. It can be concluded that the method of teaching sociodramatic can improve learning outcomes for students with a history of high emotional intelligence.

Key words: methods of learning, emotional intelligence, and learning outcomes history.

INTRODUCTION

1. Background

National Education has the noble mission of the individual, that is to build a person who has knowledge, improve technical skills, developed a solid personality, and form a strong character. National education aims to develop a responsible human beings. To promote the goals of national education, it needs to be supported by a variety of factors. One of the factors that determine the success of a school is a school. Availability of schools in a community is very important because the school will be able to form the basis of education tersistem and controlled or illegal. (E. Mulyasa. *Standar Kompetensi dan Sertifikasi Guru*, Bandung : Rosda Karya, 2008, hal : 5.)

These components are teachers, students, curriculum, teaching methods, school environment, and the environment outside the school. Teachers are the most decisive component in the education system as a whole so that the teacher should get the attention of the most important. Because of the important role of teachers in education, then it is inevitable that a teacher is required to be able to use appropriate learning methods so that students do not feel bored in learning. Saturation of the students in learning feared would hinder the achievement of success in the educational process.(Kuntowijoyo. *Pengantar Ilmu Sejarah*, Yogyakarta : Bentang Budaya, 2001, hal : 18.)

History is one of the subjects taught in school. History is a reconstruction of the past. As a subject, discussing the history of the events of the past that affect human life. Through history, students should not just be aware of events in the past, but also encouraged to think critically and to take lessons from these events. If students understand the development of a cutting-edge issue in the past, the students will be able to better understand the implications caused by the problem at the present time. It is a quest to find the lessons of history that will help people to solve the problems that occur in the present.(Louis Gottschalk, *Mengerti Sejarah* Jakarta: UI Press, 2006 , hal. 138.)

Gardner corrects the limitations of conventional thinking person, that is a single way of thinking into the way of thinking double. The concept of dual way of thinking is known as the multiple intelligences (multiple intelligence). Intelligence is not just limited to the intellectual intelligence, measured by intelligence tests. However, the intelligence also illustrates the ability of a person to love the environment. Gardner's theory is further developed and supplemented by other experts, such as the introduction of emotional intelligence Goleman. Goleman give special attention to the aspect of interpersonal intelligence or interpersonal. (Goleman, Daniel. *Emotional Intelligence (terjemahan)*, Jakarta : PT Gramedia Pustaka Utama, 2002, h. 2)

These factors include the value of some students still do not meet the KKM (minimum completeness criteria), namely 7.5. Based on the above data, it can be seen that the teaching methods used by teachers and students' level of emotional intelligence can affect student learning outcomes. Therefore, we need a method that can synchronize with the acquisition of one's emotional intelligence learning outcomes. This research was conducted in order to determine how much influence the teaching methods used by teachers to students History subjects with different levels of emotional intelligence on learning outcomes. students in one of the high schools in Central Jakarta is located in Jalan Mardani, Village Johar Baru. The title of this study in accordance with the national educational function, which is to develop the knowledge and character development and civilization of the nation's dignity in the context of the intellectual life of the nation.

2. Problem Formulation

In accordance with the restrictions on the problem, the problem of research formulated in the form of questions as follows: 1. Are there any among the students taught with methods

sociodramas with differences in learning outcomes of students are taught history by conventional methods? 2. Is there an interaction effect between emotional intelligence learning methods to the learning outcomes in the history of high school students? 3. Is there a difference between the history of the learning outcomes of students who have high emotional intelligence are taught with methods sociodramas with students who have high emotional intelligence are taught using conventional methods? 4. Is there a difference between the history of the learning outcomes of students who have low emotional intelligence is taught with methods sociodramas with students who have low emotional intelligence taught by conventional methods?

3. Usability Research

The results of this study have theoretical and practical usability. Theoretically, this study resulted in finding a theory about the relationship between emotional intelligence learning methods and students' learning outcomes acquisition history. The study's findings are arranged in the form of reports document in the form of research. Meanwhile, in practice, this study has contributed to the improvement of the teaching of history in high school., Especially useful for teachers, students, and school. 1.) For teachers, this study provides an overview and insight into the methods of teaching history. 2.) For students, the results of this study could encourage students in order to use emotional intelligence when learning to achieve maximum learning results. 3.) For schools, the results of this study can be petrified schools in determining the criteria to be selected teachers to teach in schools, this study is also beneficial in terms of improving the quality of the process dah learning outcomes in schools. Especially on the subjects of history. In addition, this study also may be useful for further research to be developed.

STUDY THEORETICAL

a. Conceptual Description

1. Learning Outcomes History

History is the science of the origin. Literally the word comes from the Arabic history, namely syajarah which means tree. This word into Indonesia after the acculturation between the Indonesian culture with Islamic culture. Understanding syajarah similar to that now in Indonesia called pedigree, the list of origins or register descent. Pedigree that we have described schematically, it will look like a tree with branches and twigs according Notosusanto. Moreover, the sense of history contains a concept, namely: history as a science and art

Regarding history as social science, has the objective to equip students to develop reasoning besides aspects and moral values, social contain materials that are memorizing so that knowledge and information received by the students merely memorizing. Thus history is a reconstruction of the past. Kartodirjo explains that history in a subjective sense is a

construct buildings arranged as a unified story writer and includes facts strung, objective sense, history refers to events in the actualization that does not happen again.

Assessment of learning outcomes in the subjects of History assessed through a test which is based on cognitive aspects. In addition in the form of exposure to storytelling, learning outcomes can be realized with a specific formula in the form of figures to give one category to another and in the form of role. The study results can be seen from the changes in the students which includes the capability of understanding, change attitudes and values, and skills in the field of history.

2. Learning Method

Learning methods that will be discussed in this study sociodrama is learning methods and conventional teaching methods.

a. Learning methods sociodramas

Sociodramas term and play a role in terms of learning methods are two twins, even in its implementation can be done at the same time and turns. Sociodramas is a way of teaching that is done by way of dramatizing forms of behavior in social relationships as a method of playing a role, the pressure point lies in the emotional involvement and observation senses into a real problem situation facing the two terms are sociodrama and role playing. This method is sometimes referred to also as a method of dramatization. The difference of both methods is not prepared in advance manuscript. In educational learning methods sociodrama and play this role effectively in presenting a character in pristiwa proclamation, or the arrival of Hindu religion to Indonesia as well as other topics. In history lessons, for example, the teacher wanted to depict the story of the heroic epic pristiwa nations in adapting to the arrival of the Hindus and Buddhists as well as the advent of Islam

While the story of events be present in this country is certainly very interesting if presented through learning methods sociodramas. For students in addition to knowing the course of events go in Hindu and Buddhist as well as the arrival of Islam, also can live after learning sociodramas teaching methods, or activities that do play a role. Sociodramas can be used if: (in this case the researchers got a recommendation from the author and the existing provisions in the annex)

Advantages Sociodrama learning method	The weakness of the sociodrama learning method lies in:
1. This activity can be used as a review because it is repeated, memorable and memorable durable in the memory of students. 2. It is a fun experience 3. Be dynamic and full of enthusiasm	1. Sociodrama requires a relatively long time / lot 2. Requires creativity 3. Students appointed as actors feel embarrassed 4. If the implementation of

4. Awaken the passion and spirit of optimism in students and foster a sense of togetherness and solidarity social	sociodrama failed, not only can give the impression is not good, but also means the goal is achieved
5. Can live the events that take place easily, reap the wisdom contained in it with the appreciation of students themselves	5. Not all subject matter can be presented through this method

teachers and students can leave a comment, conclusions or in the form of notes sociodramas way for further improvements followed by a question and answer b. Conventional Learning Methods The conventional method referred to in this research is the method which has been frequently used by the teacher in the learning process, namely the lecture method. Characterized by the lecture method to teach teachers more emphasis on concepts instead of competence. The goal is for students to be able to know something is not capable to do something so pda learning process students are listening.

Observations researchers in preliminary field observations indicate that learning history by using cermah learning methods often lead to inadequate coverage in the students achieve mastery learning (mastery learning). The circumstances that have caused the students become frustrated when learning history so that the lessons of history in high school (SMA) is often known as the lessons are boring and not interesting to learn.

Some of the advantages of conventional methods through the lecture method is:	Some of the drawbacks of conventional through lecture method is:
<ul style="list-style-type: none"> a. master classes. b. Easy to explain a large amount of lesson material. c. Can be followed by students in large numbers. d. Easy to implement. 	<ul style="list-style-type: none"> a. Creating passive students. . b. Contains elements of coercion. c. Contains critical power of students. d. Who is more responsive to the losers e. It is difficult to control the extent to which the acquisition of learning of the students. f. Teaching activities into verbal (sense of the words). g. If too long tedious.

In principle, the learning method lecture more emphasis on lectures and discussions that direction. Discussions in the same direction are the students asked the teacher and the teacher to respond to questions posed by the students so that almost never occurs an intensive communication between students and other students on the subject being discussed. In other words, it never happened exchange of information between students with each other.

Conventional teaching methods in the form of a lecture is a method of learning by communicating information and knowledge saecara spoken to a number of students who generally follow passively. Conventional learning methods through a lecture can be said to be the only the most economical method to convey information, and the most effective in addressing the scarcity of literature or referral in accordance with the purchasing range and understanding of students.

3. Emotional Intelligence

Emotional intelligence is the ability to monitor or control the feelings of themselves and others, and use those feelings to "guide the thoughts and actions" said Joseph LeDoux .demikian on the same page of the book the emotional brain.

People who are high emotional intelligence are usually successful because they can take advantage of the emotions for his own benefit and for others, such as reprimanding a subordinate employee atasanya laughed that's one example of a high emotional intelligence. Instead now, whether professors ever tried or when students do not dare mengahadap lecturer because there are no jobs in progress is due to EI (emotional intelligence) emotional intelligence or EQ (emotional quotient) emotional maturity lecturers low, the worst is when people become aggressive when you're in such negative emotions in a research psychologist Herianti On Domestic violence.

b. The theoretical framework

Tendency method of learning in this research, then the researcher can assume in emphasis from the diagram opinion, which in turn is a metric that are listed as follows:

Item	Method sociodramas	conventional method through lecture method
1.Fokus 2. Duration Time 3. Material	Material Students be included students dominant Students participate dominant	Master teachers dominant Students lesser role

For the next leading researchers in the form of poinisasi among others listed below

RESEARCH METHODOLOGY

1. Research Objectives ,

This study aims to determine the effect of learning and emotional intelligence methods towards learning outcomes in the history of high school students. Operationally, this study was conducted to determine: 1. Differences in student learning outcomes History given sociodrama learning methods and conventional teaching methods. 2. Effect of the interaction between the learning and emotional intelligence methods towards learning outcomes in the history of high school students. 3. The difference between the results of studying history students with high emotional intelligence given sociodrama teaching methods and students

with high emotional intelligence given conventional teaching methods 4. The difference in learning outcomes among students with a history of low emotional intelligence given sociodrama teaching methods and students with low emotional intelligence given conventional teaching methods.

2. Place and Time Research

This research was conducted in SMA Negeri 27 Jakarta in April-October 2011. The study was conducted in three phases, namely: 1) Preparation The first stage is the submission of title to the Purchaser and Copromotor based on the recommendation of the Chairman of the Program in Education Technology after conducting a comprehensive exam on October 8, 2010, making license preliminary observations made in November 2010 until May 2011. The next step is the preparation of the proposal and seminar proposals that will be planned at the beginning of June 2011, and made instruments of research and license research planned by June 2011 , 2) The implementation stage : The second phase consists of the implementation of learning and retrieval of data starting from June-October 2011, 3) Stage of completion

Emotional Intelligence (B)	Learning Method (A)	
	Sociodramas (A ₁)	Convensional (A ₂)
Height (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂

At this stage, data analysis and research reports penyusunana planned at the end of October 2011.

3. Research Methods

1. Design Research

This research method using the experimental method with two independent variables, ie differences in learning outcomes of students under the influence of the history of the use of learning methods sociodrama and conventional teaching methods to students with high and low emotional intelligence. This study uses the design of such treatment by level 2x2 matrix below:

Information :

A1 = group of students who take the learning method sociodramas

A2 = group of students who take the learning method
conventional

A1B1 = group of students with high emotional intelligence are learning with the learning method sociodramas.

A1B2 = group of students with low emotional intelligence is learned by learning methods sociodramas.

A2B1 = group of students with high emotional intelligence are learning by conventional teaching methods.

A2B2 = group of students with low emotional intelligence who studied with conventional teaching methods

2. Variable Research

Variable X1 = learning method , X2 = Emotional intelligence , Variable Y = Results studying History

3. Population and Sampling Techniques

The target population in this study were all students SMA Negeri 27 Jakarta Pusat, affordable and the population was all students of class XI IPS in the academic year 2011/2012. Sampling was conducted using simple random sampling technique. The first step taken is set randomly SMA 27 as a research site. The second step is to establish the class XI IPS as the class that will be used as a sample. Subsequently, researchers conducted a draw against an entire class XI IPS to define two classes that will be studied. Each class will be given a different treatment during the learning process. The first class will be given treatment using sociodramas learning methods, while the second class using conventional teaching methods. The selected class is a class XI IPS1 for teaching methods and class XI sociodrama IPS2 to conventional teaching methods. Each class consists of 37 students who were divided into two groups, students with high emotional intelligence and students with low emotional intelligence

D. Results

The result of the calculation for the size of the central (mean, mode and median) and measures of dispersion of data (standard deviation) are described in the following table:

No	Group	Statistik							Range
		n	Max	Min	Mo	Me	\bar{x}	S	
1	A ₁	20	44	19	44	30.5	32.05	8.49	25
2	A ₂	20	34	23	34	28	2865	3.70	11
3	A ₁ B ₁	10	44	33	44	40	39.6	4.12	11
4	A ₁ B ₂	10	28	19	26	25.5	24.5	2.95	9
5	A ₂ B ₁	10	34	24	34	30	29.6	3.75	10
6	A ₂ B ₂	10	34	23	28	27.5	27.7	3.59	11

The complete summary of scores for each group can be seen in the following table:

No.	Summary Data	n	L _o	Lt ($\alpha = 0,05$)	Conclusion
-----	--------------	---	----------------	------------------------	------------

1	Group A ₁	20	0.129	0.190	Normal
2	Group A ₂	20	0.116	0.190	Normal
3	Group A ₁ B ₁	10	0.219	0.258	Normal
4	Group A ₁ B ₂	10	0.195	0.258	Normal
5	Group A ₂ B ₁	10	0.144	0.258	Normal
6	Group A ₂ B ₂	10	0.125	0.258	Normal

Summary Learning

Scores History

Results

According to the table above shows that the value of the calculation result Liliefors (Lo) for all groups of data is smaller than the value Liliefors table (Lt). This indicates that the sample group of this study comes from a normal distributed population, so that normality requirements are met.

Summary results of the study testing the combination treatment group homogeneity of variance can be seen in the table below.

Summary	Varians (S ²)	Varians Gabungan (S ²)	value B	χ^2_{hitung}	$\chi^2_{tabel(0,95,3)}$	Calculation
A ₁ B ₁	16.93	13.15	40.26	1.00	7,81	Homogen
A ₂ B ₁	14.04					
A ₁ B ₂	8.72					
A ₂ B ₂	12.90					

Summary Calculation Results Variance Homogeneity Test

From the table that Thus, the variance for all treatment groups are homogeneous, so the homogeneity requirements are met.

B. Hypothesis Testing

To test the hypothesis, an analysis of variance of two lanes with interaction (ANOVA 2 X 2) in advance in order to determine differences in the effect of treatment methods of learning (learning methods sociodrama and conventional) and emotional intelligence to the learning outcomes of students of history. Additionally hypothesis testing was done to determine whether or not the interaction between the independent variables. = 0.01 and = 0.05. α

The results of calculations ANOVA at significance level Here's a summary calculations:

Based on the calculation of variance analysis of the two paths can be summed up as follows: Testing this hypothesis the numbers indicate greater in methods sociodramas, when it should have that number should be smaller Q is calculated from the Q next table shows the results are

not significant, meaning that the learning outcomes of students who have emotional intelligence low learning by conventional teaching methods are still lower than with students learning with the learning method sociodramas.

Groups compared	Q _{count}	Q _{table}	Conclusion
A ₁ and A ₂	5.93	3.44	Signifikan
A ₁ B ₁ and A ₂ B ₂	14.67	3.58	signifikan
A ₂ B ₁ and A ₁ B ₂	6.29	3.58	signifikan
A ₁ B ₁ and A ₂ B ₁	12.33	3.58	signifikan
A ₁ B ₂ and A ₂ B ₂	3.95	3.58	not signifikan

CONCLUSIONS, SUGGESTIONS and IMPLICATIONS

a. Conclusion

After all stages of the research carried out, ranging from making a research proposal, literature review, preparation of research instruments are followed by testing and refinement of research instruments, through data collection and analysis of data, then ditariklah a research conclusions.

First, there are differences in learning outcomes in the history of high school students; ie between students who get sociodrama teaching methods and students who received conventional learning methods.

Secondly, there is an interaction effect between the use of methods of learning and emotional intelligence possessed by students on learning outcomes History. Students with high emotional intelligence showed better learning results when using the learning method sociodramas, while students with low emotional intelligence showed better learning results when using conventional teaching methods. Third, students with high emotional intelligence are proven to show results learn history better when using sociodramas learning method compared with conventional teaching methods. Fourth, students with low emotional intelligence can not show the results of history better learning when using conventional teaching methods compared with sociodramas learning methods.

b. implication

First, if there are differences in learning outcomes in the history of high school students; ie between students who get sociodrama teaching methods and students who received conventional learning methods, this study shows the influence learning method sociodramas against conventional teaching methods.

Second, if there is an interaction effect between the use of methods of learning and emotional intelligence possessed by the students to the learning outcomes of History, then students with high emotional intelligence will show results better learning when learning methods

sociodramas, conversely, students with emotional intelligence low will show learning outcomes are better when using conventional teaching methods.

Third, if there is influence between students with high emotional intelligence and learning methods sociodramas, then these students will show the history of learning outcomes are better than the conventional teaching methods.

Fourth, if students with low emotional intelligence given conventional learning methods turned out to show the result of learning on the subjects of history are lower, then the student should be given sociodramas learning methods.

c. Suggestion

First, high school teacher of history should be able to use learning methods sociodramas so as to improve learning outcomes better.

Secondly, in applying the methods of learning, teachers should pay attention to the emotional intelligence of students. By knowing the emotional intelligence of students, teachers can choose the method of learning which can accommodate the emotional intelligence of students either high or low so as to improve learning outcomes.

Third, if the teacher found that students have a high emotional intelligence, teachers should use teaching methods sociodramas so as to improve learning outcomes better.

Fourth, if the teacher found that students have low emotional intelligence, teachers should use conventional teaching methods to obtain better learning outcomes.

BIBLIOGRAPHY

Abdullah, Taufik, *Teaching History Around the Reflektif and Inspiring*. 6 Pebraari history. Jakarta: Gramedia, 1996,

Agustian, Ary Gina, *Secrets of Success Building Emotional Intelligence and spiritual*, Jakarta: Agra, 2003

Albani, Aldi <http://aldialbani.blogspot.com/2013/01/teori-sekolah-efektif.html>, (Accessed 0832 hours ahad week 24932013E).

Alfian, Magdalia. 2007. "History Education and Problems Faced". Papers. Presented at the National Seminar History Association Student Association Se-Indonesia (IKAHIMSI), Semarang 16 April 2007

Goleman, Daniel. *Emotional Intelligence (terjemahan)*, Jakarta : PT Gramedia Pustaka Utama, 2002

Kuntowijoyo. *Pengantar Ilmu Sejarah*, Yogyakarta : Bentang Budaya, 2001

Louis Gottschalk, *Mengerti Sejarah* Jakarta: UI Press, 2006