

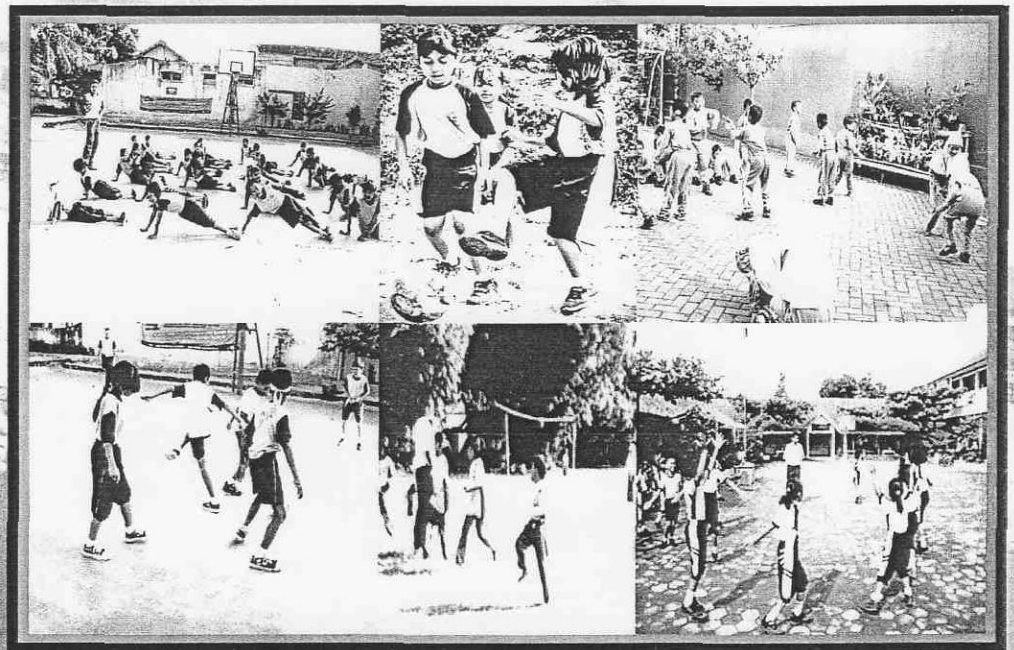
PROCEEDING

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ON SPORT AND PHYSICAL EDUCATION

"Striving For World Sport Achievements Through Sport and Physical Education"

Faculty of Sport Science, Yogyakarta State University

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Universitas Negeri Yogyakarta
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Yogyakarta State University



ISORI DIY



Ministry of Youth and Sports
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IMPROVING THE STUDENTS' EMOTIONAL INTELLIGENCE THROUGH THE PHYSICAL EDUCATION

By:
Lismadiana
Yogyakarta State University

ABSTRACT

School represents the life and environment second to the family. In the school, learners spent most of their time to learn and interact with the teacher and their peers. The interaction creates the various conditions for learner development. Creating the excellent Indonesian people, the efforts are exerted on developing not only the intellectual intelligent but also the emotional condition. It is aimed at creating the balance between the intellectual and emotional intelligence. The emotional development in children is unstable. This is common to the school-age children in the society. There is evidence that the number of children with higher level of emotional intelligence is lower. This is indicated by the increased annoying behavior as a result of imbalance in the emotion. The teachers of physical development should understand the phase of learner development, both his/her physical and emotional development. The teacher as the actor in the learning teaching process should be able to assume beyond his/her traditional role. Teachers should teach the emotional skill, thus they play important role in creating the emotional skill among the learners.

Keywords: Learner's emotional intelligence, physical education.

INTRODUCTION

In the globalization era, the establishment of various educational model is performed to create the excellent and comparable human source in Indonesia. However, the efforts are mostly focused the intellectual intelligence. It is necessary that the development be needed to develop the emotional intelligence to optimize the student development. As a result, there is a gap between the intellectual and emotional intelligence so the students may develop the negative behaviors.

The mind turmoil, feeling, passion, and the highly excited mental condition are called emotion. Emotion refers to the biological and psychological conditions and a series of trend to act (Goleman, 2001: 411). The characteristics of the emotion are subjective, unstable and associated with the senses. There are a large number of emotion, both positive nature, such as the feeling of pleasure, satisfaction, getting entertained, proud, sense pleasure, getting charmed or mania, love, friendship, trust, kindness, respect, and loyalty and the negative emotion, such as anger, outrage, being annoyed, getting disappointed, hostility, sadness, getting depressed, terrified, hatred, getting embarrassed and humiliated, jealousy, and getting frightened. In fact, there are still many emotion, both positive and negative emotion. Emotion always develops along with the human's development.

The emotional person reflect its emotions in the behavior. The obvious tendency is quick but careless response. The act which is sorted frequently leaves the careful mind and analysis which is the characteristic of the common sense. This is due to the simple and narrow view which is harmful to the rational mind. The result of the action is the regret when the rational mind comes to play.

The lay people frequently call the emotional act as the childish act. This is because in the childhood, one cannot control his/her emotion effectively. In essence, the act done in this time is based on the personal mind. In addition, the emotional behavior as a result of the absolute belief is true and puts aside the fact and evidence which is against it.

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It is the emotion which becomes the dominant factor which influences one's behavior. The emotion which is manifested in the behavior is evidence in the case in which a person is satisfied and pleased which strengthens the spirits. The concentration to the study is disturbed when she/he undergoes emotional tension. This frustrated feeling weakens the spirit as a result of the disappointment he/she has.

Due to the importance in controlling the emotion, particularly negative emotion, the skills in emotional controlling should be developed from the childhood or school-age period. They should learn that the rude behavior based on the uncontrolled emotion are unacceptable among the society. The capability of controlling emotions is gained through imitation and conditioning. In the process of imitation, the parents' ability to control the emotion is very significant. If a child grows in the family that develops the stable emotion, the child's emotional development tend to be stable. However, when the parents develop the habits which shows less stable emotion and less control (expressing the anger in an aggressive way) the emotional development of the children tend to less stable (Yusuf, 2004, 181).

The unstable emotional development in children are common, even it is increasingly found. the laziness in studying and lack of concentration lead to the failure in the study which represents the emotional expression among the children. The conditions are due to the unpleasant feeling, disappointment, and lack of spirit. The negative behavior in children as a result of lack of emotional stability manifests in the outrage behaviour, jealousy, which are expressed to their peer. Consequently, this lead to violence. The most extreme cases is the case of suicide among the school-age children, which is recently exposed to the media.

The failure in the emotional skills in children lead to the cognitive failure in learning, tendency to act aggressively, and in the end it creates the hostility. The emotional difficulty in children lead them to be depressed, violent, impolite, nervous, anxious, impulsive and aggressive. Such behavior leads to the manner in which they are treated by any one else. Such children may be indifferent with his/her friends. The rude behavior in the childhood is the impetus for the future behavior. He/she tend to easily get depressed and as an adult, he/she tends to violate the law and commits more crimes and violence (Goleman, 2001: 281).

The reduced number of children with high level of emotional intelligence evidenced in the increasing number of annoying behavior is due to many factors. One of them is the increasingly complex life in which the role and the function of the family is insignificant. The failure in the socialization of the basic values of life triggers such behavior. The problem is lately assumed by the principals because school is the substitution of the family and the teacher is the substitution of the parents. School is the systematic institution which performs the program, counseling, teaching and training to help the learner to develop the potency-moral, spiritual, intellectual and emotional potentials.

Providing that there is a lack of the emotional control, particularly the negative emotion in children, it is important to teach the emotion control skill to children. A large number of failures may be associated with the lower level of emotional intelligence, instead of intellectual intelligence. In contrast, ones with higher level of emotional intelligence and lower level of intellectual intelligent tend to succeed in their later lives. The emotional intelligence should be understood and acquired given the increasingly complex life. This complex condition of life adversely influences the constellation of individual life.

One with the higher level of emotional competence is one who can control him/herself, motivate him/herself, manage stresses, delay the pleasure fulfillment, express the feeling and be empathetic. Manifestation of the emotional intelligence are responsible, assertive, easy-going, sociable, helpful, attentive, democratic, harmonic, and decisive.

The problem is that what effort should be exerted to develop the emotional intelligence in children so that they are used to controlling the emotion and they have the impetus for the brighter future. There are many theories on the emergence of emotion in a person. James dan Lange in Yusuf LN (2004) stated that the emotion emerges as a result of the physical changes or individual activities. Consequently the nerve arrangement, particularly the brain nerves work too hard. This leads to imbalance between thalamus (the link between lower part of the brain

and the central nerve) and the balance device or cerebellum with cerebral cortex (part of brain which is located in the right surface in the skull, which is related with the higher level of cognitive activity).

All emotions in general is a drive to act, the sudden plan to solve the problem which is ingrained gradually by evolution (Goleman, 2001: 7). In some certain times, emotion is badly needed to make appropriate decision. The emotional capability sometime directs us to appropriate decision which is supported by the rational thinking. Furthermore, rational thinking lead us to the appropriate decision. Thus, the success gained by a person is supported by IQ and emotional intelligence. However, the emotional intelligence plays more important role. Intellectuality cannot work at its maximum without the support from the emotional intelligence.

The emotional intelligence can be acquired if one has a social awareness. The harmony in the interaction with others results if one understands what is being thought of felt by his/her communicative counterpart. The social awareness results through the understanding of other person concerning mainly to what is he/she is thinking of, feeling and doing. This kind of skills may be acquired since newly born but it is a gradual process over the time. The change in how a person builds an image of someone else occurs in the elementary School time until they reach their early adolescent (Ibrahin, 2002: 64). The skill of social awareness develops along with the cognitive development.

As stated above, the capability of understanding someone else, both his/her feeling and behavior and accept the other's view develops gradually over time in one's life. If such capability completely develops, one develop the empathy.

DISCUSION

The role of Physical education instructor in increasing the emotional intelligence

When life is increasingly complex and the role of the family is faded away, school is the only institution left in the society which can correct the children's defect in emotional capability and social intercourse. In fact, school is not only the place which has responsible in developing the emotional intelligent among children. But it is true that children tend to gain the lesson, including the life lesson mostly in school. In consequences, school is demanded to play major role in developing the emotional skill among the children and socializing the values to the children.

This difficult task needs the important change, in which teacher is the pioneer in the teaching learning and that teacher should do more than their traditional task. To train teacher to gain the emotional skill becomes very important since it will enables them to teach how such emotional intelligence may be formed in among the learners. It is especially true for teacher of physical education. In the curriculum of physical education enacted by the national education department it is stated that the physical education is not only to improve the fitness and the health of the learner, but it also educate the learner about the kinestics, that is the learners should not only be excellent in their cognition but in their emotion as well.

The teacher of physical education should understand the phases of child's development both his/her physical and emotional development. In the school-age period, cognitive function develops. It is known that the cognitive function plays important role in building the emotional skills.

The cognitive function include the ability of concentrate, to pay attention, to solve problems and to make decision quickly and accurately and to react which are the basic function in the daily life, including the physical exercise and sport (Ibrahin, 2002: 57). The intensity of physical activity or sport largely influences the cognitive development. The higher the intensity of physical activity close to the fatigue, the lower the cognitive activity, such as concentration, attention, accuracy and the ability to solve problems.

The Concept of Physical education learning in the Emotional Intelligence

The extended design demands, in addition to the details in the curriculum, the exploration of the opportunity both inside and outside the class which help the students to change the emotional condition (Goleman, 2001

389). The teaching and learning of emotional skill may not need a special class but blurred emotional skill learning process, that is the learning of emotional skill reasonably combines with other subjects, including the physical education. However, the physical education subject should be designed profoundly, particularly its content, method, strategy and learning technique.

The physical education is the education for children in order that they can move and learn from the movement, and that they are tough and healthy (Ibrahim, 2002: 1). In the learning process, the children learn various kinds of physical activities, games, and sport whereby the children encounter the competitive, aggressive and conflict condition. From this condition, the children are learned to handle the situation independently. They are taught how to solve the problem, emphatetic with their friends, tolerate and understanding the problems.

In addition, the emotional skill is taught through the collaboration with the peer. In the process of physical education, there are activities which are conducted collectively.

Emotional skills lesson from the collaboration is that working together between peers is due to the self-awareness, tolerance with each other, and respect. Without such emotional skill, the collaboration fails. These can be formulated in every process of physical education and given vaguely, thus the goals and objectives of the emotional skill can be achieved.

Creating conditions in which Emotional Intelligence develop

Creating the concerned community means creating the learning condition for the learners in order that they feel respected and create the tie between the peer and the teacher as well as the school. The condition can be created with the suitable interaction among the learners and the teacher of physical education. In the class, a teacher can involve every learner actively in every activity. The teacher is the person to whom learners express the problems in their daily life and persuade other learners to solve the problem collectively.

CONCLUSION

The emotional intelligence of the children tend to decrease. The increasingly complex life makes the role of the family faded away and it fail to develop the sound personality and emotional maturity among the children. School represents hope for correcting such failure in the role in the family.

There are a lot of efforts to improve the emotional intelligence among the learners. The teacher of physical education should have such knowledge and skills concerning the intelligence and emotion since the physical education is aimed at improving the intellectuality and developing the emotion sensitivity. The success in improving the emotional intelligence is supported by the formulation of learning concept which refers to the effort to improving the emotional intellectuality among children. It is important to create the conducive climate where the learners felt respected.

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