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# Psychoeducation Training Intervention for Emotional Intelligence in Special School X

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### Abstract

Special school X is a school with special education for students who have a difficulty in following the learning process, but have the potential for intelligence and special talents. Caregiver at Special School X is a team that handles children with special needs, which consists of teachers and therapists. The difficulties in controlling emotions that were experienced by the caregivers happened because of their lack of emotional intelligence. To overcome the problems, researchers conducted a training to increase emotional intelligence with psychoeducation. Psychoeducation was held in 4 sessions in 4 days. The purpose of this study is to examine the psychoeducation results of emotional intelligence development. The subjects in this study were 15 caregivers at special school X. The results

of this study indicate that all caregivers who attend emotional intelligence training activities have increased their emotional intelligence knowledge.

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*Keywords: Emotional Intelligence, training, caregiver*

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## 1. Preliminary

Special Education or Special School is an education for students who have a difficulty in following the learning process because of physical, emotional, social mental disorders, but have the potential for intelligence and special talents (Suparno, 2007). Caregiver at Special School X is a team that handles children with special needs, which consists of teachers and therapists. The Director of Special Education at the Ministry of National Education stated that as caregivers working with special needs children is not an easy job, caregivers should have more persistence than other teaching professions (in Firmansyah, 2014).

Requires a lot of patience for the caregivers when handling the learning and therapy process for special needs students. Special needs children have a condition where there are differences in mental, sensory, physical and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of the two or three things (Mangunsong, 2009). The differences make Special needs children growing process different and abnormal. They tend to be defensive (avoid), have low self-esteem, or maybe aggressive, and have a low enthusiasm for learning (Purwanti, 2012). This behavior is a challenge for caregivers to treat the students professionally.

The results from the assessment that was carried out in August 2018, it was found that there is a behavioral phenomenon that eventually became the focus of the researchers. The phenomenon is caregivers have a lack of emotional intelligence which causes difficulties in controlling their emotions. Difficulties in emotional control can impact the life of the

caregiver, and affect the behavior and how the caregiver maximizes their duties at work. The phenomenon that the researchers found in the field is that there is a difference in the level of emotional intelligence of the caregivers when facing special needs students, this can be seen from the differences in some caregivers who are able to control emotions in dealing with students, but there are also caregivers who have a difficulty to control their emotions in dealing with unwanted behavior from the students. The difference in the ability to control emotions can be seen from the way the caregivers deal with the students, such as high intonation, and physical punishment. In the end, this affects the behavior and emotional state of the students.

The difficulties in controlling emotions that were experienced by the caregivers happened because of their lack of emotional intelligence. The term emotional intelligence itself was coined by Salovey and Mayer as a challenge to the belief that intelligence is not based on information derived from emotional processes. Salovey and Mayer (1990) define emotional intelligence as the ability to understand emotions, and use the emotions reflectively so that it leads to emotional and intellectual development.

According to Goleman (2009) emotional intelligence is the ability to recognize our own and other people's feelings, the ability to motivate yourself, and the ability to well manage our emotions in relationships with others, such as self-awareness, self-regulation, motivation, empathy, social skills. Reuven Bar-On (in Labib, 2015) states that emotional intelligence is a series of abilities, competencies, and non-cognitive skills that affect a person's ability to successfully cope with environmental demands and pressures.

There are also aspects of emotional intelligence according to Goleman (2009), the first one is the aspect of recognizing self-emotions, which is the individual's ability to monitor their feelings and observe it. The second aspect is the aspect of managing emotions, it is the ability to entertain yourself, release anxiety and all the consequences that arise due to failure of basic emotional skills. The third aspect is the aspect of self-motivation, which is the ability to regulate emotions so they can achieve their goals and it is very important for

building motivation and self-control. The fourth aspect is the aspect of recognizing other people's emotions, this ability is called empathy, which is an ability that depends on emotional self-awareness, this ability is a basic skill in socializing. The fifth aspect is the aspect of building relationships. The art of fostering social relationships is the skill of managing the emotions of others, including social skills that support popularity, leadership and the success of interpersonal relationships.

To increase emotional intelligence, the five aspects above are needed. This training focuses on explaining each of these aspects, and the use for the caregiver's life in dealing with special needs students. In the first aspect, namely the aspect of recognizing self-emotion, caregivers have been given psychoeducation about the understanding of emotions, the process of emotional occurrence, and the impact of emotions. In the second aspect, namely the aspect of managing emotions, caregivers have been given psychoeducation about the techniques for managing emotions, namely progressive relaxation techniques, and were taught the practice of direct progressive relaxation techniques. In the third aspect, which is self-motivating, caregivers have been given psychoeducation about positive affirmation techniques, and were taught directly how to make positive affirmations and how to apply it in everyday life. In the fourth aspect, namely the aspect of recognizing other people's emotions, caregivers have been given psychoeducation about empathy, the benefits of empathy, and how to increase empathy. In the last aspect, namely the aspect of building relationships, caregivers have been given psychoeducation about interpersonal relationships.

The results of research related to emotional intelligence from Sa'idah (2014) found that there was a very significant positive relationship between emotional intelligence and teacher competence in inclusive schools. This means that emotional intelligence can be used as a predictor of teacher competence in inclusive schools. The higher the emotional intelligence of the teacher, the higher their competence in dealing with students with special needs. Other research from Hawari (2003) also explains that educators who have high

emotional intelligence are able to control themselves well, are patient in educating, persevere, are not easy to act aggressively or injuring the students, and always think positively in carrying out their duties as an educators (in Syafrimen, 2017). The results of research by Rosita (2019) state that an individual who has good emotional intelligence will be able to be wise in making a decision. This is because the individual is able to recognize other people's feelings, control themselves, build good relationships with others and motivate themselves to be better.

Based on the results of the assessment, theory, and related research references that have been described, what to be examined is whether emotional intelligence will have a significant effect on self-control of caregivers in handling special needs students. This topic needs to be researched because it is necessary and researchers will focus on improving every aspect of emotional intelligence. The researcher designed this study to provide an increase in the knowledge of emotional intelligence on caregivers in Special school X, so that it would have a good impact on their work results. Interventions that will be carried out are by lecturing on emotional intelligence, increasing awareness of the importance of every aspect of emotional intelligence, and practicing managing each of these aspects that can be done by the caregiver.

## 2. Research methods

This research is a type of field experiment in the form of a quasi experiment with an *onegroup pretest posttest design*, where the subject is given a *pre-test* before being given intervention and a *post-test* after being given the intervention, so that the results of the intervention can be known to be more accurate because they can compare the two results (Sugiono, 2014). This research hypothesis:

$$O1 \rightarrow X \rightarrow O2$$

- O1 = Emotional Intelligence Pretest
- O2 = Emotional Intelligence Posttest
- X = Emotional Intelligence training

Subjects of this study were 15 caregivers in Special school X with higher education backgrounds such as diploma and bachelor degree. The caregivers generally have worked for 8 years, but there are also those who have just joined in the last 1 year. The age range of the caregivers are 25-45 years. Emotional intelligence enhancement training refers to the explanation and improvement of aspects of emotional intelligence described by Goleman (2009).

The measuring instrument in this research is the Emotional Intelligence Scale which is compiled by researchers to see the level of emotional intelligence that the caregivers have. The scale given by the form of 14 questions that represent every aspect of emotional intelligence, where it can be seen the differences in caregiver's knowledge of emotional intelligence before and after the research.

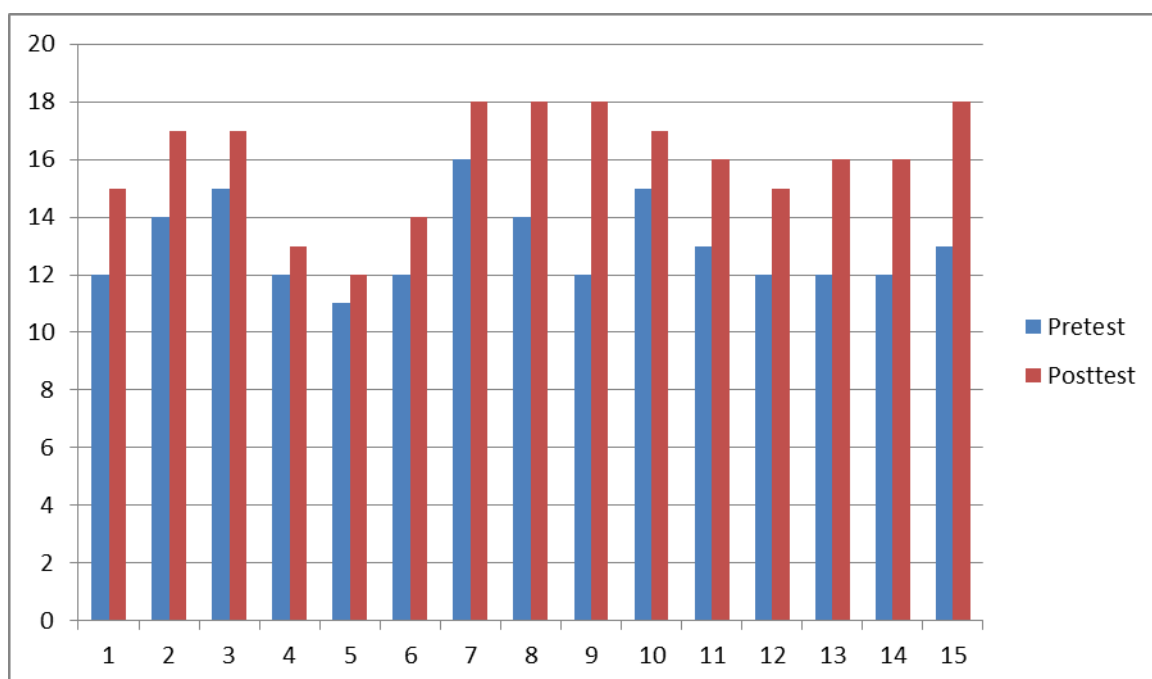
This training consists of four sessions in four days, with the duration of each session ranging from 2-3 hours in length. The material is delivered through lectures on emotional intelligence with psychoeducation from every aspect and practice directly to improve each of these aspects.

The data analysis technique used is a discrimination test to see if there are differences in the level of emotional intelligence of the caregiver before and after the intervention with the *Wilcoxon* test using the SPSS 15.0 for windows program.

### 3. Results and Discussion

#### 3.1 Results

The results of emotional intelligence pre-test score was found that the level of knowledge of the caregiver's emotional intelligence average scores is 13 and increased to 16. After the implementation of the training, the results of the post-test score showed their knowledge of emotional intelligence scores increased to all caregivers. The results of the pre-test and post-test evaluation can also be seen through the graph below:



**Picture 1. The result of the emotional intelligence questionnaire pre-test and post-test special school X caregiver**

Based on the graph of the pre-test and post-test results, it can be concluded that all caregivers who attend emotional intelligence training activities have increased their

emotional intelligence knowledge. The results of this study indicate that the emotional intelligence training is quite successful in improving the ability of caregiver's to handle students with special needs after the one week training.

Researchers also conducted tests to see whether there were differences in the level of emotional intelligence knowledge on caregivers before and after the intervention, while the test used the SPSS 15.0 for windows program using Wilcoxon test and this is the results of the test.

**Table 1. Average Pre-test and Post-test results**

|                  | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>Minimum</b> | <b>Maximum</b> |
|------------------|----------|-------------|-----------------------|----------------|----------------|
| <b>Pre-test</b>  | 15       | 13.0000     | 1.46385               | 11.00          | 16.00          |
| <b>Post-test</b> | 15       | 16.0000     | 1.88982               | 12.00          | 18.00          |

**Table 2. Statistics based on the Wilcoxon Signed Ranked Test**

|                               | <b>Posttest-Pretest</b> |
|-------------------------------|-------------------------|
| <b>Z</b>                      | -3,425                  |
| <b>Asymp. Sig. (2-tailed)</b> | .001                    |

From the results of the Wilcoxon test can be concluded that there is an increased knowledge of emotional intelligence in the subject before and after being given the intervention, this can be seen from the Z value is -3,425 with a significance value ( $p = 0,000$ ) ( $p < 0.01$ ) so that it can be concluded the results are very significant.

### 3.2 Discussion

The results of the assessment showed that the problems faced by the caregivers in Special school X is that the caregivers have lack of emotional intelligence knowledge. The caregiver with less emotional intelligence becomes difficult to control their emotions when facing the students, the behaviors that appear are like high intonation, physical punishment,

and using inappropriate words to the students. This happens because there are several underlying factors, such as internal factors, like having a bad mood or other personal problems, and lack of skills.

Based on the results of the assessment which has been done on 15 caregivers in the community, it is known that the problem is a lack of emotional intelligence when dealing with the students in Special school X. Based on the problems, the interventions were made to improve the emotional intelligence of community members, so that they are expected to help them control their emotions when dealing with the students. This increased knowledge of emotional intelligence is provided by psychoeducation about emotional intelligence and practices on how to improve each of emotional intelligence aspects.

After the implementation of the emotional intelligence training given, there is an increase in the level of the caregiver's emotional intelligence. This is because there is a positive relationship between emotional intelligence and emotional control of caregivers in handling students with special needs. According to the results of research from Sa'idah (2014) which states that there is a very significant positive relationship between emotional intelligence and teacher competence in inclusive schools.

Hawari (2003) also explains that educators who have high emotional intelligence are able to control themselves well, are patient in educating, persevere, are not easy to act aggressively or injuring the students, and always think positively in carrying out their duties as educators (in Syafrimen, 2017). Other results by Rosita (2019) which states that an individual who has good emotional intelligence will be able to be wise in making decisions.

## **4. Conclusions and recommendations**

### **4.1 Conclusions**

Caregivers at special school X have a lack of emotional intelligence knowledge. This has an impact on the behavior that occurs when facing students with special needs, such as high intonation and physical punishment. This condition occurs due to the lack of

emotional intelligence of the caregivers. Based on the data, the intervention emotional intelligence training was given to caregivers, which focused on psychoeducation and practices on how to improve every aspect of emotional intelligence. The goal is to increase knowledge among caregivers about the importance of emotional intelligence and how to improve it.

The results showed that emotional intelligence training was able to increase the score of emotional intelligence knowledge significantly on caregivers of Special school X. This conclusion refers to the value of the Wilcoxon test results, that there is an increase in the scale of the subject's emotional intelligence knowledge before and after being given the intervention.

## 4.2 Recommendations

After completing the assessments and intervention, the advice that can be given to practitioners is to provide emotional intelligence training for workers who deal directly with children with special needs. The training provided can use the same techniques in teaching every aspect, as well as providing other techniques so that the increase in emotional intelligence can be more significant.

The suggestion for future researchers is to further investigate the contribution of each aspect of emotional intelligence for a more significant improvement. Other techniques can also be researched so that the training can look more attractive.

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