

# Kecerdasan Emosi Dalam Proses Kreativiti: Meningkatkan Nilai Dalam Drama KOMSAS

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## ABSTRAK

**Pengenalan-** Kecerdasan emosi (EI) adalah keupayaan individu untuk menggunakan emosi dengan berkesan dalam kehidupan seharian dalam membentuk tingkah laku dan pemikiran. Kajian Tinjauan Kesihatan dan Morbiditi Nasional Malaysia (NHMS,2015) menunjukkan bahawa 600,000 kanak-kanak berumur 5 hingga 16 tahun di Malaysia didiagnosis dengan masalah kesihatan mental. Gejala penyakit jiwa yang tidak dirawat lebih awal boleh menyebabkan penyakit mental yang kronik, termasuk kemungkinan berlakunya jenayah dan gangguan kepada orang lain. Kementerian Pendidikan Malaysia (KPM) kini mendorong para pendidik untuk memasukkan nilai-nilai ini ke dalam proses pengajaran untuk membina generasi masa depan yang lebih baik. Ini sejajar dengan Kemahiran Belajar Abad ke-21 di mana Kemahiran Komunikasi, Kolaborasi, Berfikir Kritis dan Kreativiti, bersama dengan nilai dan etika akan menjadi tumpuan dalam pendidikan.

**Objektif** – Kajian ini mengkaji tahap kesesuaian dalam memasukan kecerdasan emosi ke dalam sistem pendidikan melalui aktiviti drama dalam Komponen Sastera yang dikenali sebagai KOMSAS (Komponen Sastera) untuk pelajar sekolah menengah.

**Methodologi** – Satu kajian tinjauan dilakukan dalam kalangan lapan pakar reka bentuk dan pengembangan modul berdasarkan model kreativiti Wallis dan model kecerdasan emosi Goleman. Modul ini menerapkan kesedaran diri, pengurusan diri, kesedaran sosial dan pengurusan hubungan yang akan diterapkan melalui proses persiapan, inkubasi, penerangan dan pengesahan.

**Dapatan** – Hasil kajian menunjukkan bahawa terdapat keperluan untuk merancang dan mengembangkan modul pengajaran yang menggabungkan proses kreativiti (CP) dan EI ke dalam drama KOMSAS.

**Kepentingan** – Hasil kajian ini diharapkan dapat membantu pengkaji merangka modul pembelajaran yang berpandukan model kecerdasan emosi dan proses kreativiti bagi kegunaan guru dan pelajar dalam pembelajaran drama KOMSAS.

**Kata Kunci:** Kecerdasan Emosi, KOMSAS, Modul, Nilai dan Proses Kreativiti

## Emotional Intelligence in Creative Process: Enhancing Values In *KOMSAS* Drama

### ABSTRACT

**Introduction-** Emotional intelligence (EI) is an individual's ability to effectively use emotions in their daily life and work to guide behaviour and thinking. Malaysian National Health and Morbidity Survey (NHMS,2015) study showed that 600,000 children aged between 5 to 16 in Malaysia were diagnosed with mental health problems. Symptoms of mental illness if not treated early can lead to chronic mental illness, including the possibility of crime and harassment to others. Malaysian Ministry of Education (MOE) is currently encouraging educators to incorporate these values into the teaching process to build a better future generation. This is in line with the 21st Century Learning Skills where Communication, Collaboration, Critical Thinking and Creativity Skills, along with values and ethic will be the focus in education.

**Purpose** – This study explores the possibility of incorporating emotional intelligence into the education syllabus through drama activities in Malay Literature Component known as *KOMSAS* (*Komponen Sastera*) for secondary school students.

**Methodology** – A survey was conducted among eight experts. The design and development of the Create-EMO module was based on Wallis Model of Creativity and Goleman Model of EI. This module use the elements of self-awareness, self-management, social awareness and relationship management which were applied through preparation, incubation, illumination and verification.

**Findings** – The results showed that there is a need to design and develop a teaching module that incorporates creative process (CP) and EI in drama based on *KOMSAS*.

**Significance** –The study is to help the researchers to design a learning module based on emotional intelligence model and creativity process. The module can also be applied in the teaching and learning process to achieve EI among the secondary students.

**Keywords:** Creativity Process, Emotional Intelligence, *KOMSAS*, Module and Values

### Introduction

Emotional Intelligence (EI) is an important element in a human's life which can help a nation drive towards having a first-class minds and souls. Emotion came from Latin word '*EMOVERS*' which means to stir up or to excite. Emotional intelligence (EI) is an individual's ability to effectively use emotions in their daily life and work to guide their behavior and thinking. In Malaysia, The National Health and Morbidity Survey (NHMS) of the Ministry of Health did a study by the Ministry of Health in 2017 to identify common health problems, health needs, and expenses to enable the ministry to plan future actions. The NHMS (2017) found that suicidal behavior among adolescents aged 13-17 years

showed a trend of increasing the prevalence of suicidal ideation by 10% in 2017 compared to 7.9% in 2012. The World Health Organization (WHO) in 2019 reported that suicide is among the top 10 causes of death worldwide and the second leading cause of death for people aged between 15 to 29 years. The results also stated that school students in Malaysia are suffering from severe mental illness. If these symptoms are not treated early, it can lead to chronic mental illness in the future, including the possibility of committing crime and harassing others. Emotional problems are also said to be one of the causes of mental illness and it has inadvertently impacted the social community and weakened the community.

Malaysian Ministry of Education (MOE) is currently encouraging educators to incorporate these values into the teaching process to build a better future generation. This is in line with the 21st Century Learning Skills where Communication, Collaboration, Critical Thinking and Creativity Skills, along with values and ethic (4Cs, 1V) will be the focus in education. The importance of emotional intelligence for adolescents or students in Malaysia is still relatively modest, this can be seen that Exam-oriented is still a priority in Malaysia and it shows that our education system more emphasizes on IQ than the EQ. Failure to develop emotional intelligence to have a clean heart, positive, empathy and understanding of our surroundings causes our adolescents to be like teenagers with no vision or even like a wind blowing, to lose their control and to be vulnerable when provoked. Of course, we do not want our teenagers to become selfish and lose sight of the importance of being a good citizen. Therefore, the application and awareness of emotional intelligence should be applied early to adolescents through a certain plan and steps. The study is to help the researchers to design a learning module based on emotional intelligence model and creativity process. The module can also be applied in the teaching and learning process to achieve EI among the secondary students.

### **Emotional Intelligence (EI)**

According to (Goleman, 1995), emotional intelligence is the ability to control the emotions and emotions of others, can distinguish goodness and can use the information to help one's thoughts and actions. Emotional intelligence is also defined as a type of social intelligence that is responsible for controlling one and various other emotions to discriminate those emotions and use the information to control thoughts and actions (Mayer & Salovey, 1993). In addition to that, Cherniss (2001), stated that emotional intelligence is the ability to see, express and manage the emotions of oneself and others. Cobb (2000) defines emotional intelligence as the ability to process emotionally relevant information and defines it as perception, attitude, emotion and even emotional management. It can be said that emotional intelligence is a set of automatic responses, visceral and emotional communication such as facial expressions, words, behaviors, and gestures exhibited by a person.

The Malaysian education system is a platform to educate the future generation to become more sensitive to people's diversity such as other people's family background, culture, race and religion. Appreciation of values among school children is an aspect that is emphasized by the Ministry of Education Malaysia (MOE). Appreciation of these values

includes spiritual values, humanity and citizenship. This matter is emphasized in the Third Shift in the Malaysian Education Development Plan (PPPM) 2013-2025 which is to produce Malaysians who can appreciate values. The appreciation of this value should as early as possible and thus the need to be taught in schools. The students' ability to appreciate values requires leadership skills, integrity, compassion, fairness and making ethical decisions. Through the appreciation of these noble values students can learn to not use their intelligence, skills, position or wealth in order to get what they want. Goleman (2011) in his book entitled "The Brain and Emotional Intelligence: New Insights" also gave the same opinion in which he stated that in making a wise choice, we must have a feeling about our thoughts. With emotional intelligence, we learn to understand feelings which can give an impact on decision making. The need for emotional intelligence is just as important as mastering intellectual intelligence to achieve a balanced life.

### **Creative Process**

Torrance (1988), defines creativity as a process of formulating, reviewing, evaluating hypotheses in an effort to solve an unknown problem. In this discussion creativity refers to the ability to think in a unique way, by generating extraordinary ideas or combining intertwined ideas in several different ways. There are several models of creativity that have been built by previous researchers in an effort to understand creativity in more depth. Torrance (1988) claims the Wallas (1926) model is the basis of training programs related to creative thinking used today. Wallas proposed the level of the creative thinking process into four stages, namely:

1. Preparation: includes the definition of issues, needs, desires of observation and study. At this stage, the action of compiling the story for the preparation of the solution is also done.
2. Incubation: letting ideas or problems in the mind be resolved or reissued.
3. Illumination (Production): when a new idea finally appears. These ideas can be fractions of one whole or one whole.
4. Verification: review to confirm the information to be used.

Teaching methods are one of the pedagogical skills that help the effective implementation of teaching and learning in the classroom. Teaching methods become a measure that determines the quality of teaching of teachers and students. The failure of teachers to use pedagogy and ineffective teaching methods results in students failing to understand the acceptance of subject results. The Head Director of Education Malaysia, Alimuddin Dom (2011) in the 'Development Creativity and Practice Module in teaching and learning 2011' stated that The Ministry of Education Malaysia has taken a dynamic step by implementing elements of creativity and innovation in the school curriculum in Malaysia since the 1980s until now, namely since the implementation of Standard Based Curriculum for Primary Schools (KSSR) and Standard Based Curriculum for Secondary Schools (KSSM). Therefore, researchers agreed with the statement that teachers need to be creative and innovative to produce effective teaching and learning because they play a role as a catalyst to be competitive in the aspect of education especially maximizing understanding (Muhamad Zaki Samsudin, Razali Hassan, Azman Hasan & Mohd As'ed,

2013).

### ***Malay Literature Component (Komponen Sastera -KOMSAS)***

According to Standards-Based Curriculum and Assessment Standards Documents for Secondary School published in 2017 stated that Malay Literature Component or known as *Komponen Sastera (KOMSAS)* in the subjects of Malay Language aims to strengthen the efficiency in language, foster interest in reading and appreciation of literature and absorb knowledge and literary skills. Teaching and learning *KOMSAS* supports the formation of individuals, mental development, socioemotional, aesthetic, creativity and self-worth in accordance with the culture and image of the society of this country. The main problem is that teachers do not understand the *KOMSAS* syllabus itself. According to Zamri Mahamod (2014, 2016), many problems still exist and confusion faced by teachers regardless of pedagogical aspects or literary knowledge in the implementation process of *KOMSAS*. Also, teachers find it difficult to switch from traditional teaching to student-centered teaching because students still rely on textbook-based teaching methods. This is evidenced by the study of Rozaiman Makmun (2015) who found that teachers use more teacher-centered strategies than students-centered learning when teaching *KOMSAS*. The implementation of *KOMSAS* requires teachers who not only master the material well but also must be efficient, wise and confident in their field as well as creative and skilled in utilizing teaching multi-technics relevant to the level of student performance, situation and environment. Teachers' mastery of *KOMSAS* materials is important for teaching effectiveness. According to Nur Aisyah Mohd Noor (2011), teachers need to be smarter to take the opportunity in diversifying methods to create a more meaningful learning.

### **Learning Modules**

Modules are examples of learning materials that have been frequently used by educators. Even though it is considered obsolete, modules are still needed and considered as important in the teaching and learning process. According to Honey (1992) the learning module is a package designed with a planned, neat, and syllabus-based system to help teachers in teaching. Learning modules also allow students to learn according to their abilities. In the world of education, the process of reviewing, modifying, changing and improving will take place from time to time as well as to meet the current needs. Malaysian society of various races and religions is the government's reference before a policy is formulated so that the benefits of the community can be enjoyed. Therefore, teacher needs proper guidelines for implementing this in teaching and learning. Learning modules are teaching materials that are organized systematically and interestingly that include the content of materials, methods and evaluations that can be used independently to achieve the expected competencies (Anwar, 2010).

Among the main features of the learning module is that it is flexible and uses mediated learning that is adapted to individual or group learning situations. Robinson (1972) defines learning modules as "... a packet of teaching materials consisting of

behavioral objectives, a sequence of learning activities, and provisions for evaluation" (p.36). Learning modules have many uses. Among the uses of learning modules, according to Robinson (1972), are for (a) individual learning or group learning; (b) provide a conceptual model for learning that minimizes the need for conventional verbal learning techniques; (c) enable teachers to analyse the learning process; (d) improve learning through improvements in assessment resulting from the construction and measurement of learning outcomes specified in measurable terms; (e) maximize the effectiveness of the use of group teaching and training media; and (f) allow learning to take place outside of teacher presence.

Therefore, the outcomes for this research are hoped to benefit the students and teachers. For students, the use of modules can help them to strengthen their mastery and skills regarding the content of the course presented through teaching and learning modules. Secondly, the students can plan and implement learning activities either individually or in groups. Lastly, the students can learn how the evaluation and measurement process is carried out. For the educators, the use of teaching and learning module can help them to carry out teaching and learning activities in a planned and systematic manner. Also, to coordinate the content presented especially for a subject involving many students and teachers.

### **Research Objectives**

The objectives of the study to be achieved through this study are:

- i. To evaluate teachers' understanding of emotional intelligence and creativity process in teaching *KOMSAS* drama.
- ii. To identify teachers planning in applying emotional intelligence in teaching *KOMSAS* drama.
- iii. To identify the need of module for teachers in teaching *KOMSAS* drama.

### **Research Questions**

The research questions of the study are as follow:

- i. What is the teachers' understanding of emotional intelligence and creativity process in teaching *KOMSAS* drama.
- ii. How do teachers apply emotional intelligence in teaching *KOMSAS* drama.
- iii. What are the need of a module for teachers in teaching *KOMSAS* drama.

### **Methodology**

A survey was conducted among eight experts and the design and development of the module are based on Wallis Model of Creativity and Goleman Model of EI. This module applied self-awareness, self-management, social awareness and relationship management which will be applied through preparation, incubation, illumination and verification. The online questionnaire survey was used to collect the primary data from the 8 experts. The survey questions consisted of four section; (A) demographic information, (B) understanding of emotional intelligence and creative process; (C) teaching method and (D) teaching module. Respondents were required to choose their answers based on a Likert

scale ranged from 1=No, 2=Maybe and 3=Yes for section B and D. For section C were based on 1=No, 2=Unplanned and 3=Planned. The survey aimed to provide on teachers understanding about emotional intelligence, creative process and current practice in teaching *KOMSAS* drama. The data was processed and analyzed using the percentage calculation method.

## Result

**Table 1** Understanding of Emotional Intelligence and Creative Process

No	Item	No	%	Maybe	%	Yes	%
1	I understand about students' emotional intelligence	0	0	3	37.5	5	62.5
2	I understand the process of creativity	0	0	3	37.5	5	62.5
3	Do you think emotional intelligence important in students learning today?	0	0	0	0	8	100

62.5% of respondents understood about the student's emotional intelligence and the process of creativity. Whereby 37.5% of respondents answered "Maybe" shows that the respondents are not sure either they understand about student's emotional intelligence and the process creativity. 100% of respondents think that emotional intelligence is important in students learning today.

**Table 2** Emotional Intelligence and Creative Process in Teaching.

No	Item	No	%	Maybe	%	Yes	%
1	I apply the elements of emotional intelligence in teaching	0	0	0	0	8	100
2	I apply the creative process in teaching	0	0	0	0	8	100
3	I know how to apply the emotional intelligence in teaching	2	25	2	25	4	50
4	I know how to apply the creative process in teaching	0	0	3	37.5	5	62.5

As seen in the Table 2, majority of the respondents with 100% answered "Yes" applied the elements of emotional intelligence and creative process in their teaching. Followed by 50% of the respondents knows how to apply the emotional intelligence in teaching and 50% respondents answered "Maybe" and "No". 62.5% respondent know how to apply the creative process in teaching. While another 37.5% respondent answered "Maybe" shows that they are not sure either they know how to apply the creative process in their teaching.

**Table 3** Teaching Planning

No	Item	No	%	Unplanned	%	Planned	%
1	How do you apply the emotional intelligence in teaching	0	0	5	62.5	3	37.5
2	How do you apply the creative process in teaching	0	0	5	62.5	3	37.5

In Table 3 above shows, the data results for teaching planning. The results showed that only 37.5% of respondents applied emotional intelligence and creativity processes in their teaching in a planned manner. Another 62.5% of respondents had answered unplanned.

**Table 4** The Need of Teaching Modules

No	Item	No	%	Maybe	%	Yes	%
1	Do you think teaching modules are important for teachers?	0	0	0	0	8	100
2	Do you think teaching modules will help teachers in applying emotional intelligence and creativity process in teaching?	0	0	0	0	8	100
3	Do you need teaching modules as your guide in applying emotional intelligence and creativity process in teaching?	0	0	1	12.5	7	87.5

As seen in Table 4, the majority of respondents think that teaching modules is important and will help the teachers in applying emotional intelligence and the process of creativity in teaching. 87.5% of respondents said they need a module as a guide. While only 12.5% are not sure whether they need or not a teaching module.

## Discussion

Based on the findings of the study, the findings were divided based on the research questions of the study.

### **The teachers' understanding of emotional intelligence and creativity process in teaching *KOMSAS* drama.**

The results of the study showed that 62.5% of respondents said that they understand the emotional intelligence and creativity process in learning but the rest were unsure. However, the majority of respondents agreed that emotional intelligence is important in today's learning. It proves that the educators are aware about the ideas expressed by the Ministry of Education Malaysia (MOE) positively in applying values into the teaching and learning of students.

### **Applying emotional intelligence in teaching *KOMSAS* drama.**

Majority of the respondents said that they had applied the elements of emotional intelligence and creative process in their teaching. However, only 50% of the respondents said that they know how to apply the emotional intelligence in teaching and 50% of the respondents said no and maybe. Next, 62.5% of respondents answered that they know how to apply the creative process in teaching. While another 37.5% respondent answered “Maybe” shows that they are not sure how to apply the creative process in their teaching. From the data collected, it shows that there are still have teachers who have not been able to apply emotional intelligence and creativity process into the teaching process of *KOMSAS* drama. But a result of respondents' answers to their teaching planning found that a total of 62.5% of respondents have stated that the elements of emotional intelligence and the process of creativity occurred to be unplanned in their teaching plans. This proves that they are still confused and unsure of how to plan their lessons by incorporating the values of emotional intelligence and the process of creativity in their teaching. Indirectly the researchers accepted the view from Zamri Mahamod (2014,2016) which stated that many problems still exist and confusion faced by teachers regardless of pedagogical aspects or literary knowledge in the implementation process of *KOMSAS* drama.

### **The need of a module for teachers in teaching *KOMSAS* drama.**

Most of the respondents agreed that teaching modules is important and will help the teachers in applying emotional intelligence and the process of creativity in teaching and learning. Respondents also agreed that the module on the application of emotional values and the process of creativity is essential as their guide in the teaching and learning process. This proves that there is a need for developing this module as a new teaching aid and following the requirements in achieving the expected competencies (Anwar, 2010).

### **Conclusion**

This study shows the understanding of teachers on the application of emotional values and the process of creativity in learning. It aims to identify how current educators apply these elements of value into their teaching and learning activities. The results of this survey are to help researchers to design and develop a learning module based on the emotional intelligence and creativity process. From the findings of this study, it can be concluded that the current teachers are aware of the importance of students' emotional intelligence as well as creativity in learning activities. It shows the educators are willing to conduct quality and meaningful teaching to students. However, based on the answer given by the respondents, it shows that the process of applying values and activities happen unplanned while as a teacher, they have been trained to plan their lesson in advance so that the teaching and learning process runs smoothly. This shows that the process of emotional intelligence outlined by Goleman and the process of creativity from Wallis is also not followed and understood clearly by the educators. The majority of educators agree if there is a teaching module that can be used as a guideline and aids in the implementation of the values of emotional intelligence for them. Therefore, the researcher will continue to make an in-depth study in developing the module by considering some other aspects including the learning curriculum that has been outlined by the Ministry of Education Malaysia (MOE). It is hoped that the process of developing the module will get cooperation from expertise,

especially those with educational backgrounds. Indirectly, with the development of the module researcher hope it will help teachers in teaching *KOMSAS* drama or other subjects in the future.

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