

Emotional Intelligence of the Students Participating in an Angklung Extracurricular Activity

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Abstract. The research aims to describe the emotional intelligence of the students participating in an angklung extracurricular activity. The method employed is a descriptive analysis. The subjects involved are 22 students of SMKN 4 Bandung who were following the angklung extracurricular activity. Data were collected through questionnaires based on the concept by Daniel Goleman (1996) and semi-structured interviews. The results showed that 19 students have higher emotional intelligence, and the rest showed lower emotional intelligence. Emotional training through learning angklung has enabled students to increase their emotional intelligence. Students are able to balance their understanding of themselves and their interaction with others in accordance with the concept of sense of community contained in angklung music.

Keywords: Emotional Intelligence, Angklung, Students Participating in an Angklung Extracurricular Activity

1. Introduction

Indonesia, which covers the area of tens of thousands of square kilometers, is a country rich in cultural heritage of the past. This cultural heritage includes handicrafts, traditional costumes and dances, and musical instruments. One of the traditional musical instruments of West Java is angklung made from bamboo which sounds when shaken. The vibrating sound produced by angklung comes from the pieces of pipe-like bamboo which hit one another. At the beginning, angklung was used for ritual ceremonies marking the rice planting and intended for Dewi Sri. Dewi Sri is known as Rice Goddess, a Goddess that provides sustenance whose staple food is rice which is called *pare* in Sundanese. At that time, angklung was a pentatonic musical instrument. However, in 1938 Daeng Soetigna altered angklung with diatonic scales so that angklung players can play a variety of songs including international ones [1].

Angklung is played a group of people, and each of them holds 3 - 7 angklungs with different tones. One team of angklung players usually consists of 30 people led by a conductor. This instrument is unique meaning that one angklung produces one tone. Therefore, to play a composition of music needs more angklungs and players. In Indonesia, angklung is the only musical instrument that is played by vibrating it, which is the only Indonesian musical instrument that can play western music.

In the course of its development, angklung has been recognized internationally and declared as world heritage by UNESCO. The Department of Education of Republic of Indonesia has made angklung national musical instrument for education with a Decree.No 082/1968 dated 23 August 1968 and this musical instrument requires its players to be cooperative, disciplined, skilful, and responsible in playing pieces of music. On 10 September 1968, Mr. Daeng Soetigna symbolically handed angklung to UNICEF and at the same time introducing his angklung education motto known as 5 M meaning Mudah (easy), Murah (cheap), Menarik (interesting), Mendidik (educational), and Massal (mass) [2]. Traditional music plays a role as a media of communication with its aesthetic, high moral values as a medium of expressing one's emotion and education and has high artistic values [3].

Research by Prof. Gordon Shaw from University of California Los Angeles shows that persons engaged in learning music are 35 % more intelligent than those learning computer and handicraft [4]. Not only does music increase persons' cognition optimally, but it also develops their emotional intelligence.

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Emotional intelligence needs to be developed as it is emotional intelligence that bases one's skills in the society, and will eventually enable children's potential to develop optimally. Ideally, a person masters a cognitive skill and emotional social skill too [5].

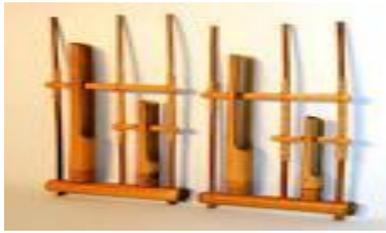


Fig. 1: Angklung

Reference [5] explicates that a person who is good emotionally knows how to deal with his feelings well and is able to read and deal with other people's feelings effectively thus having advantages over every aspect of his life. A person with well-developed emotional skill may probably be happy and successful in his life, and he can control his mind which drives his productivity. Environment is also influential to one's emotional intelligence. Other influential factors are family and school. At school students learn both social and emotional skills needed to keep their lives on track. One survey reveals that the current generation has more emotional difficulty than the previous generation meaning that the current generation is more lonely, moody, less polite, more nervous, and more easily anxious and aggressive [5].

The phenomenon at SMKN 4 Bandung indicates that a number of students do not pass the examination, and these students cannot move to another higher class or level. However, this does not happen to those taking angklung as their extracurricular activity. Although they have a lot of individual and group assignments and are busy with their extracurricular activity, which often makes them perform in competitions or welcoming guests at school, they consistently make progress in their academic achievements. According to their coordinator, students involved in angklung are independent, optimistic, and confident of any situation whether they are faced with school assignments or other tasks. In addition, they are also able to cooperate with their school mates.

The research aims to collect empirical data regarding the emotional intelligence of the students who join the angklung extracurricular activity at SMK 4 Bandung.

2. Discussion

2.1. Literature Review

Reference [5] maintains that emotional intelligence is our ability to manage our emotional and life with intelligence and keep the appropriateness of emotion and its expression. To enhance such ability involves five skills or called aspects of intelligence i.e. self-awareness, self-control, self-motivation, empathy, and social skill.

Self-awareness is an ability to identify our feeling when it arises. This ability is the basics of emotional intelligence, and psychologists call it metamood; that is, one's awareness of one's own emotion. According to Mayer [5] self-awareness is alertness to one's mood or how one thinks about one's mood. If less alert, one will be easily emotional and controlled by one's emotion. One's awareness does not guarantee one's emotional control, but it is one of prerequisites to control emotion so that individuals are able to control their emotion.

Self-control is individuals' ability to deal with their feelings and express them properly and harmoniously so that they can balance themselves. To keep worrying emotions under control is a key to emotional welfare. Excessively mounting emotion that lasts long will destroy our stability [5]. This ability encompasses our ability to comfort ourselves, release our anxiety, moodiness, or sensitivity and the effects caused, and to fight stress.

As far as motivation is concerned, academic achievements are impossible to achieve without motivation from within ourselves. This means having perseverance and ability to keep ourselves from being complacent, control our impulses, and have positive motivation – enthusiasm, desire, optimism, and self-confidence.

The ability to understand other people's emotion is called empathy. According to reference [5] one's ability to understand or care about others shows one's empathy. Individuals having this ability are able to grasp concealed social signals signaling what is needed by others so these individuals are more able to accept others' opinions, have sensitivity to others' feelings, and listen to them.

The ability to build a relationship with others is a skill that leads to popularity, leadership, and success among individuals [5]. Communication skills are the basics of building relationships. Individuals find it hard to obtain what they want and how they understand what others want.

Emotional intelligence is affected by:

- Psychological factor
- Emotional training factor
- Educational factor

2.2. Method

The method used in this research is descriptive. This study is population in nature as it was conducted on all students as many as 22 joining the angklung extracurricular activity at SMKN 4 Bandung. The instrument used by the researcher in collecting the data needed is the scale of variables of emotional intelligence, and this instrument is developed by the researcher herself based on the theory that underlies the theory proposed by Daniel Goleman [5]. The technique of data analysis performed in this study is descriptive statistics; that is, statistical method percentage used to find out how much the frequency of the respondents (students) who have emotional intelligence along with sources of high and low emotional intelligence [6].

2.3. Result analysis

Based on the calculation, of the 22 subjects 19 students (86,36 %) have high emotional intelligence and 3 (13,36%) have low emotional intelligence.

Table. 1: Result of Emotional Intelligence Measurement

Intelligence Dimension	Aspect	Category percentage	
		High	Low
Intrapersonal Dimension	Recognizing own emotion	86,36 %	13,64 %
	Managing own emotion	86,36 %	13,64 %
	Self-motivated	86,36 %	13,64 %
	Average percentage	86,36 %	13,64 %
Interpersonal Dimension	Recognizing others' emotion	86,36 %	13,64 %
	Average percentage	86,36 %	13,64 %
	Average percentage	86,36 %	13,64 %

Emotional intelligence is individuals' ability to manage their emotion with intelligence, to maintain their emotional harmony, and to express it through the skill of self-awareness, self-control, self-motivation, empathy, and social skill. Intelligence is divided into two; that is, interpersonal and intrapersonal intelligence. Interpersonal intelligence is the ability to understand others, differentiate, and respond to mood, temperament, motivation, and others' want. Intrapersonal intelligence is a correlative ability directed towards oneself. Such ability is the ability to utilize a model as an instrument to live a life effectively. Based on the percentage calculation, it is known that students with high emotional intelligence are as many as 19 or 86.36 %. This means that students are able to recognize and manage their emotion themselves and behave according to the norms. With their ability to manage their emotion, they will be able to motivate themselves and achieve their goals. Students also have the ability to understand others with whom they can build a good social relationship. They can make their mind effective when it comes to decision-making and think clearly so that they can increase their productivity. Individuals who have low emotional intelligence will act without thinking of the consequences, are impatient, easily discouraged, and less sensitive to their own feelings and others'. In addition, they cannot control their feelings such as negative mood, are easily influenced by negative feelings, have a negative self-concept, and are unable to establish a good friendship with others and to communicate well.

Nineteen students who demonstrate high emotional intelligence learn to recognize themselves well so as to resolve their problems. Based on the interview, the students said that with their activity out of their school schedule they make a home study schedule to which they should stick and study at night so as not to fall behind with their schoolwork. They ask for permission not to go to school when they are engaged in angklung competitions. After the competitions, they usually ask their classmates about the lessons they have missed. Students who take angklung as their extracurricular activity are also able to manage their emotions faced with difficulty, and they are not easily frustrated. Students indirectly receive training on managing emotions. For example, when students are exposed to new songs, they are required to learn and memorize them in a time limit set by the trainer. Although the level of difficulty to memorize the music scores was high and they were faced with problems and school assignments they forced themselves to quickly memorize the notes. Initial difficulty when students are engaged in playing angklung is how to lower the emotional level so that they can explore the tempo of the song being played. Students' emotional instability will affect the faster tempo of the song; therefore, students are required to be able to control themselves.

In the aspect of self-motivation, students should be able to motivate themselves to learn in order to achieve their goal. They do not give up easily if they fail to reach their goal. Instead, students keep practicing playing angklung, which eventually has enabled them to be consistent and diligent in their activity. Persistence depends on the emotional nature that shows enthusiasm and persistence in the face of challenges. Based on interviews with students' angklung coordinator it was known that they are students with high academic achievement in class. Ten students have made progress in their academic achievement after following the angklung extracurricular activity.

According to reference [2] angklung was developed by " Mr. Angklung / Maestro " Daeng Soetigna unlike other music. Daeng Soetigna changed the way angklung sounded. In other music in the world , the formation of a musical composition on each instrument will follow the basic melody, but for music Angklung Daeng Soetigna actually put melody and tone variations per tone divided equally to all players. The new wisdom led the players to be interdependent and mutually dependent, and it is a modern culture of globalization era characterized by interdependence. In playing angklung, players will also be very sensitive to the elements of music, be it melody, rhythm, timbre, and intensity of the sounds that would shape the dynamics of an orchestra. This is possible because they are highly focused. If a player loses his concentration even a second, he will destroy all existing orchestra. Based on the interviews, 12 students said that when they learned to play angklung, which has helped them to concentrate on the subjects while studying. The result is in line with Masrur; that is, [7] emotional intelligence was found to be a significant predictor of academic achievement. Hammed Adeoye and Adenike [8] agree that though emotional intelligence and self efficacy trainings tremendously enhanced the performance of the students in English Language, emotional intelligence training had a more significant impact on students' academic achievement.

Playing angklung together also facilitates students to learn tolerance and mutual appreciation and respect to one another in any differences that arise. Students also learn to recognize emotions in others and can feel what others feel, understand their perspectives, foster harmonious relationships based on mutual trust and are able to adapt to the environment. In addition, through the playing of Angklung students also learn to work together in order to achieve beautiful harmonization. The principle of one person one tone makes each person understand the position and the nature of man as a creature who has a personal nature on the one hand and has social nature on the other. The presence of other people is very important to be able to run their lives. Indirectly playing angklung together also suppresses the nature of selfishness that often colors the character of a person in his life especially in adolescence. Adolescence is a vulnerable period with the problems and the future is full of adjustments as a result of rapid physical and mental development [9]. With the advent of good social skills students are able to work together and discuss school problems and other difficulties they face daily. Based on the interviews, the students said that they also continued to try to establish a good relationship with their trainer. Although their trainer often rebuked and gave feedback on them many times, they could understand and adapt properly so that they could keep joining angklung extracurricular activity. This is in line with reference [10] that emotional intelligence has a significant influence on interpersonal relations.

Emotional intelligence can indeed be influenced by several factors: psychological factor, emotional factor training and educational factors (family and school environment). Psychological factor, namely emotional intelligence is closely related to the emotional state of the brain. Part of the brain that manages emotion is the limbic system. The limbic system in the brain hemispheres is much larger and is mainly responsible for the regulation of emotion and impulse. Emotional training in playing angklung is characterized by the emergence of a sense of community and establishment of mental and character building. Students actively involved in playing angklung, have gained learning values of discipline and teamwork without which they cannot play angklung. This means that playing angklung requires that one person hold one or two tones so if there are players who are too fast or slow the music of angklung is not pleasant to hear. Therefore, students are required to be patient when facing a turn at playing angklung in order to be in accordance with the notes. It is obvious that emotional skills can be trained and raised. Daniel Goleman asserts that IQ cannot thrive, while EQ continues to grow throughout life (dynamic) [11]. J.Landau [12] also indicates that a supportive climate was positively related to emotional intelligence regardless of students' gender.

Based on the calculations it is known that there are 3 people (13.64 %) of students who have low emotional intelligence. Based on the interview these students have bad relationship with their parents. Subject 1, has parents who are busy working and receives a lack of attention from their parents. Subject 2, has both parents who often impose their will, often give the runaround and punishment if the subject does not want to do what their parents want. Subject 3 feels that his parents often belittle him and they do not support his decisions. Subject 3 also feels his parents pay more attention to his brother who they think is better than the subject. This suggests that family education environment is one major factor for the formation of high emotional intelligence. This is supported by Carole Hooven and John Gottman of the University of Washington who performed microanalysis of the parents who educate their children. The team found that parents are more emotionally skilled in educating their children; therefore, parents are the most successful in helping their children deal with emotional changes [5].

3. Conclusion

Based on the analysis, it can be concluded that through angklung extracurricular activity at school, 19 students have high emotional intelligence and 3 students have low emotional intelligence. Nineteen students who have high emotional intelligence have lessons on mental and character building and a sense of community. The formation of character is in terms of consistency, patience, and carefulness with the values of life such as self-control and self-motivation. While the sense of community is developed through the principle of one person one tone, which makes each person understand the position and the nature of man as a creature who has a personal nature on the one hand and social nature on the other. The presence of other people is very important to be able to run their lives. Sense of community describes a person in recognizing emotions and recognizing emotions in others (empathy), and social relationships (social skills). This condition illustrates that students who take angklung have a behaviour that can regulate their emotions, self-motivation and good relationships with others. However, relationship between parents and children is one of the main factors for the formation of high emotional intelligence. Therefore, family education and learning factors (emotional training) of learning angklung are factors that support higher emotional intelligence of students who take angklung as their extracurricular activity.

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