

EFFECTIVENESS OF EMOTIONAL INTELLIGENCE INTERVENTION USING CARD MEDIA TO IMPROVE STUDENTS' MORAL BEHAVIOR

Nur Kur'ani¹, Rini Elvri²

nurkurani@unmuhpnk.ac.id¹, rini.elvri@unmuhpnk.ac.id²

Universitas Muhammadiyah Pontianak

ABSTRACT

*This research aimed to determine the effectiveness of emotional intelligence intervention using card media to improve student moral behavior. This experimental research used emotional intelligence intervention using card media on 24 students (SD Negeri 31 Southeast Pontianak, Madrasah ibtidaiyah Nurul Islam, SD PAS – AY) in Pontianak City aged 12-13 years. There were 3 sessions with each session conducted for 60 minutes. Qualitative data was collected using the observation method on students, while quantitative data collection in this study used the emotional intelligence scale. Data analysis in this study used the Independent Sample T Test. The sample in this research was determined using purposive sampling technique. The calculated *t* value was lower than the *t* table, it means that there was a difference in the average before and after treatment. This showed that students' moral behavior after being given emotional intelligence intervention using card media increased compared to before being given emotional intelligence intervention using card media. The results of this research are very important because in the educational environment there are many problems caused by low moral behavior. The results of this research may help teachers increase students' emotional intelligence, changing students' harsh words into good words.*

Keywords: Rant; Students' moral behavior; Emotional intelligence; Elementary school children; Card media.

INTRODUCTION

Low student moral behavior is one of the most common problems in the education world and it increases every year. As for cases of moral behavior in the school environment throughout 2022, based on data from the Indonesian Child Protection Commission (KPAI) throughout 2022, there have been at least more than 226 cases of physical violence (55.5%) and verbal violence (29.3%) as well as psychological violence. (15.2%), the number continues to increase to date (Gatra, 2022).

Rant words are part of low moral actions. According to Jay (Putri & Mardiyah, 2019) words that it can be said to be harsh words are usually sexual references (blow job, cunt), insults to religion/God (goddamnit), references related to excretory bodily functions or disgusting objects (shit, crap, douche bag), animal names (bitch, pig), ethnic-racial-gender related words (nigger, fag, dago), insults towards perceived physical, psychological or social differences (retard, wimp, lard ass), substandard vulgar terms (fart face, on the rag) and offensive slang (cluster fuck, tit run). Furthermore, based on the results of research (Muhammad Fikri Salim & Iman, 2022), the form of rude language used by teenage boys at BTN Karang Dima Indah Sumbawa in their relationships is expressing words in the name of animals, bad professions, someone's bad qualities and slang. The forms of rant words from the results of (Muhammad Fikri Salim & Iman, 2022) research are dog, asu, anjir, anjay, bangke, kampret, damn, bongol, bastard, whore.

The factors that cause deviant behavior in speaking harshly in children consist of internal factors and external factors. Internal factors are seeking attention and sensation, unstable emotional control (Ramadhani & Agustang, 2023), while external factors are environmental influences (Dasopang & Montessori, 2018); (Utami et al., 2018); (Agung Prasetya et al., 2019); (Armita, 2022), the influence of the learning environment (Amalia,

2019), the influence of family (Ramadhani & Agustang, 2023); (Armita, 2022), parent (Hevi Susanti & Nujanah, 2018), living environment, social friends (Ramadhani & Agustang, 2023); (Armita, 2022) social media (Armita, 2022), family relationships, friendship relationships, mass media (Fitriani et al., 2022) and the influence of playing games (Putri & Mardiyah, 2019);(Akbar & Srihandayani, 2023). Apart from that, teenagers who often say rant words often do not receive warnings from their parents. The majority of teenagers who often say rant words have a temperamental nature. Teenagers are used to use rant words because their parents and close friends often say those words (Tambunsaribu, 2023); rant words are used as a form of intimacy, breaking the ice and strengthening friendship (Muhammad, 2021).

Based on the results of interviews with 5th grade teachers at SD "X" in Sungai Raya. There are some students with the morals towards their friends are not good, the language used by students is not good, students tend to talk loudly, like to use rant words, students cannot differentiate between good and bad influences, and students' behavior likes to go along with it and follow his friends.

Based on the explanation above, students' lack of knowledge about moral behavior results in saying rude things when playing with their friends. Therefore, the treatment is needed to improve students moral behavior at school that is by providing emotional intelligence intervention using card media to improve students' moral behavior. (YM et al., 2020) in their research also stated that there was an influence of emotional intelligence on moral behavior. Based on this research, emotional intelligence greatly influenced moral behavior. This research is a development of previous research entitled the effectiveness of emotional intelligence intervention to prevent aggressive behavior in class VIII students at Nurul Islam Kubu Raya Middle School (Kur'ani, 2022) and the effect of group counseling using card media on preventing aggressive behavior in schools (Imran & Kur'ani, 2022).

This research is important and interesting, because in the educational environment there are many problems caused by low moral behavior which, if there is no solution, it will have a negative impact on student development, namely that students cannot learn effectively and efficiently at school. This research aimed to determine the effectiveness of emotional intelligence intervention using card media to improve students' moral behavior.

METHOD

This research used an experimental method with an intact-group comparison design. Intact-group comparison involved two groups consisting of an experimental group and a control group (Sugiyono, 2018). The sampling technique in this research used purposive sampling. The characteristics of the subjects in this research are: 1) 6th grade students; 2) Students often stated harsh words at school; 3) students aged between 12-13 years. In this study, the group whose emotional intelligence consisted of 48 students (SD Negeri 31 Southeast Pontianak, Madrasah Ibtidaiyah Nurul Islam, SD PAS – AY) who are divided into two groups, namely the experimental group and the control group. Quantitative data was collected using the emotional intelligence scale. In this study, the emotional intelligence scale was given twice, namely at the pretest and posttest. Then qualitative data was collected using the observation method on students when providing emotional intelligence intervention using card media. The stages of emotional intelligence intervention using card media can be seen in table 1.

Table 1. The stages of emotional intelligence intervention using card media.

Activity Session	Stages of Activity	Description	Time
Session I	Introduction	<ul style="list-style-type: none"> - Introduction to the activities planned (opening, ice breaking, explaining the purpose of the activity and the benefits of participating in emotional intelligence intervention, making an agreement with students about the activities to be carried out) - Researchers distribute pre-test questionnaires to students. - Researchers give students time to fill out a questionnaire to determine their understanding of emotional intelligence. - The researcher explains the emotional intelligence material. - The researcher explains the material about moral behavior 	60 minutes X 1 session
Session II	Implementation (playing card games and observing)	<ul style="list-style-type: none"> a. Researchers distribute honesty cards to students to identify moral behavior that students have carried out b. researchers give students the opportunity to tell their experiences about moral behavior on the question cards and picture cards that researchers distribute (students tell things that make them say harsh words to other people), how often in a day do students say harsh words to others). c. Students are given the opportunity to discuss the problems on the honesty card (question and answer) d. Students learn to manage emotions (how they do not say rude things to other people when they are angry, sad and disappointed) e. Replace negative words (harsh words) with positive words (kind words) by using good words cards and good words pocket books f. Reward and punishment 	60 minutes X 14 sessions.
Session III	Closing	<ul style="list-style-type: none"> a. reflection and relaxation b. students conclude c. Religious material about good moral behavior. d. researchers carry out post tests e. evaluation f. pray 	60 minutes X 1 session

The data analysis used Independent Sample T test.

RESULT AND DISCUSSION

The implementation of the emotional intelligence intervention was carried out in 3 sessions. Session 1 was carried out a pretest to measure the emotional intelligence scale as well as conveying details of the implementation of emotional intelligence interventions at the 1st meeting; Session 2 was the main session of the intervention process, the experimental students showed an active attitude in answering every question in the card game. In this session at meeting 2-7, all students, at the beginning of playing the honesty card, still often said harsh words to their friends when they were upset and angry, mocked each other, shouted at their friends and blamed each other. At meeting 8, most of the students were able to tell about the harsh words that were made in the picture by guessing clues from their

friends about the rude words in the picture without seeing the picture and knowing the impact of the rude words. At meeting 9, students started to be able to manage their emotions. Students tried to focus on memorizing the good words card game and reminded their friends to focus. At the 10-15th meeting the students were able to manage their emotions well and as the results harsh words from the students had begun to decrease; In session 3 the researcher carried out posttest measurements and the students reflected and relaxed. Students evaluated themselves by telling what they felt while participating in emotional intelligence intervention activities using card media. They said their understanding of harsh words was increasing, the student representative with the initials F said that by participating in this activity students were more able to control their emotions and they would apply their experiences from this training to their lives. Then the student with the initials K concluded what things caused them to speak harshly and what things enabled them to improve their good moral behavior. The results of this evaluation showed that students are able to assess themselves well.

The results of the study are quantitatively seen from the emotional intelligence scale scores. The recapitulation of data description results can be seen in table 2 below:

Table 2. Description of Emotional Intelligence
Data for the Experimental Group and Control Group

School	Analysis Results	Experiment Group		Control Group	
		preexperiment	postexperiment	Precontrol	Postcontrol
SD Negeri 31 Pontianak Tenggara	Mean	84.25	84.63	88.38	84.63
	Standar deviasi	12.881	6.948	14.618	14.841
	Variance	165.929	48.268	213.696	220.268
	median	83.50	85.50	85.00	82.50
	Range	35	18	45	45
Madrasah Ibtidaiyah Nurul Islam	Mean	73.13	78.50	79.50	80.00
	Standar deviasi	8.323	13.680	9.547	7.910
	Variance	69.268	187.143	91.143	62.571
	median	72.50	78.50	77.50	79.50
	Range	22	43	29	22
SD PAS – AY	Mean	79.00	83.00	76.50	79.00
	Standar deviasi	8.177	6.782	8.767	12.433
	Variance	66.857	46.000	76.857	154.571
	median	79.50	82.50	78.00	78.00
	Range				

Based on the data above, from three different schools, it is known that the experimental group that was taught emotional intelligence intervention using card media with an average emotional intelligence score that continued to increase compared to the unstable control group (emotional intelligence fluctuated). The average score at SD N 31 in the experimental group before being given treatment (pretest score) had a mean of 84.25 and after being given treatment rose to 84.63 (posttest score) while in the control group the pretest score had a mean of 88.38 and the posttest score fell to 84.63. Then the average score at Madrasah Ibtidaiyah Nurul Islam in the experimental group was 73.13 and the posttest score rose to 78.50, while in the control group the pretest score had an average of 79.50, rising to 80.00. then continued with SD PAS-AY in the experimental class, the average pretest score was 79.00 after being given treatment to 83.00 (posttest). Meanwhile, in the control group, the pretest score was 76.50 to 79.00 (posttest score).

The results of the normality test calculations from the three schools can be seen in

the table below.

Table. 3 Pretest and Posttest Data Normality Test Results

School	Class	Kolmogorov-Smirnov		
		Statistic	df	Sig.
SD Negeri 31 Pontianak Tenggara	Experimental class pretest	.239	8	.200
	Control class pretest	.260	8	.118
	Experimental class post test	.155	8	.200
	Control class posttest	.142	8	.200
Madrasah Ibtidaiyah Nurul Islam	Experimental class pretest	.149	8	.200
	Control class pretest	.146	8	.200
	Experimental class post test	.119	8	.200
	Control class posttest	.151	8	.200
SD PAS – AY /Pesantren Anak Sholeh Aulaadul Yamin)	Experimental class pretest	.179	8	.200
	Control class pretest	.171	8	.200
	Experimental class post test	.273	8	.081
	Control class posttest	.218	8	.200

Based on the results of trials that had been carried out using the Kolmogorov-Smirnov test, it can be concluded that the data from SD Negeri 31 Southeast Pontianak, Madrasah Ibtidaiyah Nurul Islam, SD PAS-AY were normally distributed with a significance value of $0.081-0.200 > 0.05$.

Table 4. Independent Sample T Test Analysis Results

School	Class	T _{count}	t _{Table}	Conclusion
SD Negeri 31 Pontianak Tenggara	Experimental class pretest	0.000	2.145	H ₀ rejected
	Control class pretest			
	Experimental class post test	0.000	2.262	H ₀ rejected
	Control class posttest			
Madrasah Ibtidaiyah Nurul Islam	Experimental class pretest	-0.268	2.145	H ₀ rejected
	Control class pretest			
	Experimental class post test			
	Control class posttest	-0.268	2.201	H ₀ rejected
SD PAS – AY	Experimental class pretest			
	Control class pretest	0.799	2.145	H ₀ rejected
	Experimental class post test	0.799	2.262	H ₀ rejected
	Control class posttest			

Based on the results of data analysis from the three schools above, the following data were obtained: 1) t count compared with t_{Table} from SD N 31 Southeast Pontianak when pretest was $0.000 < 2.145$ and posttest $0.000 < 2.262$, this showed that tcount was smaller than t_{Table} so H₀ was rejected and H_a was accepted. It means that there was a difference in the average before and after treatment; 2) tcount compared with t_{Table} from Madrasah Ibtidaiyah Nurul Islam when the pretest was held $-0.268 < 2.145$ and posttest $-0.268 < 2.201$, this showed that tcount was smaller than t_{Table}, so H₀ was rejected and H_a was accepted, it means there was a difference in the average before and after given treatment; 3) tcount compared with t_{Table} from SD PAS-AY pretest value $0.799 < 2.145$ and posttest $0.799 < 2.262$. This means that tcount was smaller than t_{Table}, so it can be explained that there was a difference in the average before and after treatment. So it can be concluded that emotional intelligence intervention using card media was effective in improving students' moral behavior.

During the research at SD Negeri 31 West Pontianak, at Madrasah Ibtidaiyah Nurul Islam and at SD PAS-AY, several things were found, namely that there were several factors that influenced students' moral behavior (using rant words), namely the students themselves (students' emotional intelligence) that were not stable so students cannot control their

emotions when they are angry, annoyed, disappointed) and outside factors of the student, namely the influence of the environment where they live, family (parents, older siblings, older brothers, cousins who often say rude things at home), peers often make fun of them. make fun of the names of parents and peers who popularized these rant words as joking words and something amazing when socializing at school, online games, social media (Facebook, TikTok, Instagram, WhatsApp, You Tube).

The increase in students' moral behavior after the intervention was influenced by several supporting factors, namely the students' ability to reflect positively on the intervention process, students' commitment and active involvement in the intervention process.

CONCLUSION

The conclusion from the results of this research is that emotional intelligence intervention using card media is effective in improving students' moral behavior. Before being given emotional intelligence intervention using card media, students were not able to control their emotions because the students' emotions were still unstable, but after being given the intervention, their emotional intelligence began to stabilize. This can not only be seen from the pretest and posttest results of the control class and experimental class from three different schools but also measured from the results of observations during the intervention activities. Before being given emotional intelligence intervention using card media, students often said harsh words to their friends, but after being given emotional intelligence intervention using card media for 16 meetings, there was a change in behavior in students, namely that students were able to control their emotions so as not to say harsh words to them. When their friends are angry, annoyed and disappointed, students focus on memorizing good words, take the initiative to help friends memorize good words and students reprimand their noisy friends with good words.

Future researchers are expected to be able to analyze the low level of moral behavior involving other variables such as students' behavior of imitating harsh language, self-awareness, self-control, influence of peer groups, critical thinking and other more relevant variables..

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