

The Relationship Between Emotional Intelligence and Problem Solving in SLB Teachers

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ABSTRACT

This study is to examine the relationship between emotional intelligence and problem solving in special education teachers. This research uses a quantitative approach. Data collection was done by distributing questionnaires using emotional intelligence scale and problem solving scale. The sample of this study was male and female special school teachers who were actively teaching totaling 100 people. Sampling was done using purposive sampling technique. The results of this study indicate that the hypothesis is accepted with a correlation value of 0.651 with a significance of 0.000 ($p < 0.01$) which means that there is a very significant positive relationship between emotional intelligence and problem solving. This shows that the higher the emotional intelligence, the higher the problem solving, and vice versa, the lower the emotional intelligence, the lower the problem solving.

Keyword: Emotional Intelligence , Problem Solving, SLB Teachers

1.1 INTRODUCTION

In this increasingly advanced era, people have begun to realize the importance of education so that many of them want to continue to a higher level. In the world of education itself, education is considered to be able to touch all levels of society. In accordance with the results obtained from the world conference that was held in Salamanca Spain in 1994 stated that there was an expansion of the education movement for all, then from the results of the conference was followed up with the Dakar Declaration in 2000 which became a framework in responding to the basic learning needs of citizens who outlined that education must touch all levels of society without recognizing the boundaries of group, race, religion, and potential abilities possessed by learners (Delpie, 2007). Based on the results of the conference, it shows that education can be achieved by all individuals not only for normal individuals but also individuals who have special needs are entitled to the same education as other normal individuals.

The education system in Indonesia also pays attention to extraordinary children through special schools or special schools, however, until now the attention to organizing special education to extraordinary children is still limited to extraordinary children under normal or sub-normal only, whereas, education for extraordinary children above normal is still very limited with less capacity. The role of a teacher is considered to have challenges, because on the one hand the teacher must be friendly, patient, show understanding, give trust, and create a safe atmosphere, on the other hand the teacher must give assignments, encourage students to try to achieve goals, make corrections, reprimand and assess (Winkel, 2004). Children with disabilities or challenging situations and children with below-average potential have difficulty in performing well. They are more difficult to teach and require

teachers with a high level of understanding and patience, so teachers in special education themselves can recognize these disorders and be taught to help students manage and overcome them (Donalnd, 2014).

The role of the teacher himself in educating children at school is considered important because the school is the center of organizing experiences in almost all adolescent life, where the quality of the school affects student success, teacher trust, respect, and concern for students and high expectations will trigger them to become confident in their own ability to help students succeed (Ecles in Pappalia & Feldman, 2014). Educating children with special needs is certainly not easy and also encounters many problems, therefore a teacher, especially a special education teacher, must have a problem-solving strategy in order to solve the problem properly. When facing a problem individuals can use various strategies or tactics, namely a sequence of certain mental operational steps to find a solution, the strategy or tactic includes procedural knowledge and once the review becomes someone's property, in its application it is not accompanied by a high level of awareness. In general, individuals tend to use a general strategy when faced with a new problem, and use a specific strategy on a problem that does not appear to be a completely new problem (Winkle, 2014).

In addition to good problem-solving skills, teachers must also have good emotional intelligence, where individuals are able to control themselves so that teachers are not easily angry or express their emotions to students. Therefore, handling children with special needs requires a lot of patience. Without patience, the task of educating children with special needs can be frustrating and ultimately fatal, both for the students themselves and others (Aziz, 2006).

In this case, SLB teachers should have good emotional intelligence because then SLB teachers will be able to easily educate children with special needs. Yalin (2015), states that emotional intelligence in the field of education is considered important, because there is an increasing demand for emotional intelligence to be managed properly in an organization. This is because people in the field of education can use emotional intelligence to find ways to find new methods based on real samples or daily cases in certain sectors. Because emotional intelligence has become a benchmark through every aspect of life that must be taught in the education department. Based on research conducted by Mahmudah & Lestariningsih (2014), it states that there is a match between emotional intelligence and problem solving, that students who have high emotional intelligence will find it easier to solve problems and students who have moderate emotional intelligence will result in a little disruption of progress to learn well.

Between emotional intelligence and problem solving in prospective teachers is considered to have a closely related relationship, however, only in several sub-dimensions, this is because they usually follow the first suggestion that comes to their mind when faced with a problem, so there is a tendency to ignore other alternatives (Deniz, 2013). On the other hand, research conducted by Mandasari, Oktaviana and Arisandy (2015), also suggests that there is a significant relationship between emotional intelligence and problem solving even though both are in the low category. SLB teachers are role models and are considered as second parents when they are at school, when at school children usually feel unheard, unnoticed, so that the child feels not considered, this is what causes students to be difficult to control. In addition, in dealing with children with special needs, special ways are needed to deal with these students. In this case SLB teachers are required to have good problem solving. On the other hand, in dealing with children with special needs, an SLB teacher must have patience and especially good

emotional intelligence so that when facing a problem the teacher can take the right action for the student and himself.

Based on the description above, this research is a stage of the process carried out to examine a phenomenon between emotional intelligence and problem solving that occurs in the teaching and learning environment of SLB teachers. Thus, researchers want to see whether there are characteristics of emotional intelligence that play a role with problem solving in SLB teachers.

The purpose of this study is to examine whether there is a positive relationship between emotional intelligence and problem solving in special school teachers. The higher the emotional intelligence, the better the problem solving, otherwise the lower the emotional intelligence, the worse the problem solving.

1.2 RESEARCH METHODS

The participants of this study were 100 special school teachers who were actively teaching both men and women, data collection was carried out in several schools in DKI Jakarta. The questionnaire given is in the form of a physical questionnaire that will be filled in by the teachers. The questionnaire distributed consisted of self-identity and research scales. This study uses purposive sampling technique. Purposive sampling is a sample determination technique by selecting samples among the population according to the researcher's wishes (objectives or problems in the study), so that the sample can represent the characteristics of the population that have been previously known, (Nursalam, 2008).

The data collection technique for the problem solving scale variable uses the problem solving dimensions of Heppner (2000), namely problem solving confidence, approach avoidance style, personal or emotional control. The emotional intelligence scale is compiled based on aspects of Goleman's (2015) emotional intelligence, namely self awareness, self control, self motivation, empathy, and social skills.

The data analysis technique in this study is to use the Pearson Product Moment correlation technique, which is to test the relationship between emotional intelligence and problem solving. To analyze the data, SPSS version 22 for Windows can be used.

1.3 RESULTS AND DISCUSSION

Linearity Test

A data can be said to be linear if the significance value is ($p < 0.05$). The results of the linearity test on the problem solving and emotional intelligence variables obtained a significance value of 0.000. Thus it can be concluded that there is a linear relationship between problem solving and emotional intelligence in SLB teachers. The results of the linearity test can be seen in table 1.

Table 1 Linearity Test

	F	Sig	Inf
Emotional Intelligence Problem Solving	5,976	0,000	Linear

Hypothesis Testing

The analysis used to test the hypothesis in this study is Pearson's Product Moment correlation. Based on the results of the correlation test, it shows that emotional intelligence and problem solving are 0.651 with a significance level of 0.000 ($p < 0.01$), which means that there is a very significant relationship between emotional intelligence and problem solving in SLB teachers. The correlation test results show a positive relationship, this indicates that the higher the emotional intelligence, the better the problem solving, otherwise the lower the emotional intelligence, the worse the problem solving.

Tabel 2. Correlation Testing

		EI	PS
Emotional Intelligence	Pearson Correlation	1	0,651
	Sig. (1-tailed)		0,000
	N	100	100
Problem Solving	Pearson Correlation	0,651	1
	Sig. (1-tailed)	0,000	
	N	100	100

This shows that emotional intelligence is needed by SLB teachers in the problem solving process because as educators teachers play an important role in the development of their students at school, when teaching children with special needs a teacher is not only required to have good cognitive abilities but also must have extra patience because it requires more energy when dealing with children with special needs.

Shapiro (1997), revealed that emotional intelligence will affect the behavior of each individual in overcoming every problem that arises in oneself including in work problems. Mahmudah (2014), in his research on students' ability to solve problems, explains that students who have high emotional intelligence will find it easier to solve problems and students who have moderate emotional intelligence will result in a little disruption of progress to learn well.

In addition, in the results of Abdallad's research (2016), said that individuals who have a high level of emotional intelligence are able to solve their problems, and are able to deal with the pressures that exist in their lives. Therefore, the emotional intelligence that individuals have in solving problems is considered very useful. Other research conducted by, Inda, Ahmad & Yannika (2019), suggests that between emotional intelligence and problem solving has a significant relationship, the study suggests that the higher the emotional intelligence possessed by students, the better the problem solving possessed by these students, on the contrary the lower the emotional intelligence in students, the lower the ability to solve problems.

Thus, based on the calculation of the mean emotional intelligence scale and problem solving, both are in the high category. This means that the higher the emotional intelligence of the subject, the better the subject's ability to solve problems.

1.4 CONCLUSION

Based on the results of the study, it is known that the hypothesis proposed by the researcher is accepted, namely that there is a very significant relationship between emotional intelligence and problem solving in special

education teachers. The correlation test results show a positive relationship, this indicates that the higher the emotional intelligence, the better the problem solving, otherwise the lower the emotional intelligence, the worse the problem solving.

1.5 SUGGESTION

For future research, it is expected to be able to develop research by trying to examine other groups so that the results can be compared and gain a deeper understanding of emotional intelligence and problem solving. In addition, it is hoped that future research if it wants to examine SLB teachers can be more specific about the level of education where the subject teaches.

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