

The Development of Multicultural Based Cooperative Learning Model to Enhance the Emotional Quotient of the Students of Jaffray Theology Academy of Makassar

Ivan Th.J. Weismann, Ismail Tolla and Abdullah Sinring
Universitas Negeri Makassar, Makassar, Indonesia

Abstract: The aim of this research was to develop the effective multicultural based cooperative learning model to enhance the emotional quotient of the students of Jaffray Theology Academy of Makassar. The subjects of this research were 24 students from 12 regions in Indonesia. Data collecting and analysis technique of this research were the students in group who were given the chance to share their experience with regard to the questions addressed on multicultural based worksheet. The students worksheet was the sheet organized on the basis of 5 aspects of emotional quotient with its indicators arranged in multicultural based which consists of 68 questions. The result of the discussion which derived from the student's experience who come from many different places was then analyzed and assessed descriptively and comparatively to evaluate the progress of the student's emotional quotient. This research has brought about the multicultural based cooperative learning model development which is effective to enhance the student's emotional quotient.

Key words: Cooperative learning model, emotional quotient, self-emotion, self-awareness, self-control, multicultural

INTRODUCTION

According to Imam Nasruddin as revealed and adopted from numerous study undertaken, the conflict that frequently happen in Indonesia particularly with regard to the ethnic, religious racial and amongst group's interest are mainly led by the poor understanding and comprehension on the cultural wisdom. The conflict would emerge when there is no fair value distribution in society.

The existence of social racial or different in social status in cultural perspective can be viewed as the initial factor amongst other factory that would bring about racial prejudice. This racial prejudice is indeed a very sensitive matter as it involves one ethnic to another. This is as well caused by social situation, past history, stereotype, ethnocentrism, that are incorporated in certain culture.

Since, the wide variety of Indonesia's social culture, lives and conditions, multicultural based cooperative learning is an obligatory to implement. According to James A. Banks, multicultural based cooperative learning constitutes an idea or concept and a set of belief and explanation which access and acknowledge the importance of ethnic and culture variety in forming the lifestyle, social experience, personal identity and opportunity for education to each individual, group or nation (Banks, 2000). Nyoman (2008) defined multicultural

based cooperative learning as a set of understanding, appreciation, assessment over other's culture as well as the honor and curiosity on other culture not in relation to agreeing or approving those but as a means on how to see the culture of others could express its values and norms to each member of the group of society.

School play major and profound role in breeding and uplifting the multicultural values and norms to the students since early years. If the values of togetherness, tolerance, love, peace and appreciating the difference have been installed and taught in the early years of their lives, then those values and virtues would be reflected in their personality and their day to day lives.

If those values and virtues were successfully imprinted and incorporated in the heart of the new generation, then the future would be relatively peaceful and full of appreciation amongst member of society could be implemented. Therefore, the researcher had come to conclusion that it is paramount important to do the research on the development of multicultural based cooperative learning model to enhance the emotional quotient of the students of Jaffray Theology Academy of Makassar.

This research correlated and associates the multicultural based cooperative learning and emotional quotient in as much as the focus of multicultural based cooperative learning was the attitude and understanding

as well as appreciation and acknowledgement of others. Tilaar stated that the attitude of indifference and no recognition were not only caused by the social structure imbalance but also by the multicultural based cooperative learning paradigm which incorporated the issue of injustice poverty, repression, minority retardation, in many aspect either in social, economy or culture, etc. (Tilaar, 2002) in psychology viewpoint, it's well known that the focus of multicultural based cooperative learning, i.e., tolerance (care and willing to understand) against the opposite if is intolerance (indifference and no recognition) are basically the mental characteristic as parts of human behavior. This is occurred when it comes to such differences, contrast and confrontation either in terms of attitude, perspective, belief system as well as the action which grows in the middle of the society.

Kevin Leinstated that human attitude and behavior are the result of personate mixed with experience (Wirawan, 2006). In other words, the attitude of tolerance or intolerance I society is generally influenced by those 2 factors, i.e., personality and experience.

Human personality consists of a set of attitude and self-concept. Personality aspects consists of characters, attitude, self-adaptation interest, emotion, behavior and motivation these ideas and notion constitutes an understanding of how someone feels thinks and acts to other person particularly the things that might be totally different than what he thinks, i.e., negative prejudice. Therefore the idea if associating the multicultural based cooperative learning model with emotional quotient is very correct and appropriate since multicultural aspects are largely influenced or affected by emotional quotient.

The subjects of the research were Jaffray Theology Academy of Makassar in as much as in line with the need of this academy, i.e., to enhance the emotional quotient of the students thought multicultural based cooperative learning. That's why, the researcher chose this place was that the students who study in this campus are coming various different places throughout Indonesia ranging from Papua, Maluku, East Nusa Tenggara Bal, North Sulawesi, West Sulawesi, South Sulawesi, East Kalimantan, West Kalimantan, West Java and North Sulawesi. These students who come from wide variety of place certainly possess and reflect the origin of their culture. These wide varieties of culture in the researcher point of view are largely related to the research on the development of multicultural based cooperative learning model.

Therefore, this research was to find out how effective the multicultural based cooperative learning model is in terms of enhancing the motional quotient of the students of Theology Academy of Makassar.

Literature review

Emotional quotient: Daniel (2002) who quoted Salovery put emotional quotient in relation to personal intelligence by Gardner with regard to the basic dentition of his discovery and extend it into 5 areas of ability, namely.

Recognizing self-emotion: Recognize self-emotion constitutes an ability to know and identify a certain feeling when it appears or emerges. It is the basic of all emotional quotients. The psychology expert called this as metamood, i.e., the awareness a person has on himself. According to Daniel (2002) self-awareness is being cautious over the mood or thought of what's going on within our feeling then we tend to be easily become the victim of our emotion. Self-awareness might not guarantee to fully control our emotion however, it almost always become indispensable prerequisite to control emotion so we could easily control our own emotion.

This step requires us to control ourselves on minute to minute basis so the psychology insight and self-understanding could be improved. Inability in identifying the real emotion could lead to the inability in decision making. Self-awareness covers 3 factors, namely.

Self-awareness: Knowing how emotion could affect the productivity and affectivity to use the value in decision making.

Accurate self-assessment: A since feeling on the self-power or personal privacy, clear vision on things to be fixed and ability to learn from the experience.

Self-confidence: A courageous feeling which comes from oneself as well as the certainty and conviction on the ability, values and self-goals.

Managing emotion/self-control: Managing emotion is the ability of an individual to deal with the feeling to be harmonious and appropriate so as to achieve the self-balance. To keep one's emotion under control is the way to emotional management. Excessive and over emotion increases over a long time could endanger own emotion stability (Daniel, 2002). Their ability ranges from the capability of entertaining oneself, releasing stress and anxiety, depression, frustration up to other external factors as well as the ability to awaken oneself from the irritating feeling. This is an ability that relies tremendously on self-awareness.

Emotion is considered successful when we can entertain or please ourselves when we are in trouble can free ourselves from agony, misery and adversity. On the contrary, a person who can't control his own emotion

would keep fighting against the gloomy feeling or sometimes put himself into negative activity on how to apply self-management they are:

- Self-control; control and manage the motion and the impulse which is destructive as effective as possible
- Trustworthy; show the honesty and integrity
- Caution reliable and accountable for the obligation
- Adaptability; flexibility in dealing with changes and challenges
- Innovation; being open minded to all ideas, new approaches updated on late news and information

Motivating oneself: Any achievement or accomplishment could never happen where there is no self-motivation which means having the diligence and perseverance to delay gratification and immediate temptation as well as possessing positive motivation, enthusiasm, desire, optimistic and self-confidence. The ability to motivate oneself can be accessed from the following things: way of controlling the desire, the power of positive thinking optimism, flow event, i.e., the condition and situation in which a person is fully engaged in certain activities and focus only on one thing or object. With the ability to motivate oneself a person could always see things in a more positive way in spite of any negativity occur around. There are 4 aspects on self-motivation, they are:

- Motivation for achievement is the motivation and willingness to improve the personal quality and fulfill the standard preeminence
- Commitment is being loyal to the vision and target of the group
- Initiative is showing the productivity, harness every opportunity to achieve one's goals
- Optimism is showing the diligence and perseverance in pursuit of the goals

Recognizing other's emotion/empathy: The ability to recognize other's emotion as a feeling is called empathy. According to Daniel (2002) someone's ability to recognize or care about others is called empathy. The individuals who possess empathy to others are more capable of recognizing and identifying the hidden social signals and able to feel what other's need and sensitive to other's feeling and more capable of listening to other people.

In his research, Rosenthal found that those who are able to read and identify the nonverbal signals can be more adapt himself emotionally, become more popular, more social able and more sensitive (Daniel, 2002). A person who is capable of reading other's feeling and

emotion possess high self-awareness, getting more to his own emotion, he would be able read other people's emotion as well.

In short, if a person is aware of his own emotion he would most probably be more skillful and capable of reading other people's feeling and vice versa. There are 5 aspects of empathy, namely:

- Understanding other people is recognizing other people's perspective and how the keen interest toward their own
- Serving oriented is anticipating, admitting and fulfilling other's needs
- Empowering others is identifying the needs of others to grow and to enhance their ability
- Utilizing the variety is encouraging and harnessing the opportunity through other's variety
- Politic awareness is reading the political and social tendencies in society

Nurture the social relationship/social skill: An ability to develop a relationship is the ability to develop popularity. Leadership and success among individuals (Daniel, 2002). The ability and skills in conversation is a basic skill in developing social relationship. Otherwise, the individuals there would find it difficult to express and attain what he really wants or wishes.

People who are skillful and competed in relationship building would invariably be successful in many other areas. They are successful in relationship building as they are capable of communication their ideas fluently to other people. They are sort of interesting people as they are competent in communication (Daniel, 2002).

Being friendly, kindly hearted, respect others and likeable are the quality that the students need to poses in terms of building good relationship with other people. The more interpersonal skills they have the greater their personality would be.

Social skill is an art of cultivation the relationship with other people in order to succeed in the social intercourse. Without it, we might find it hard to socialize and interact with other people. There are 5 aspects of social skills, namely:

- Influence; applying persuasive tactics effectively
- Communication; sending message convincingly
- Leadership capable of becoming good leader to other people
- Change catalysator; starting motivation, managing changes
- Conflict management; able to handle and deal with the conflict

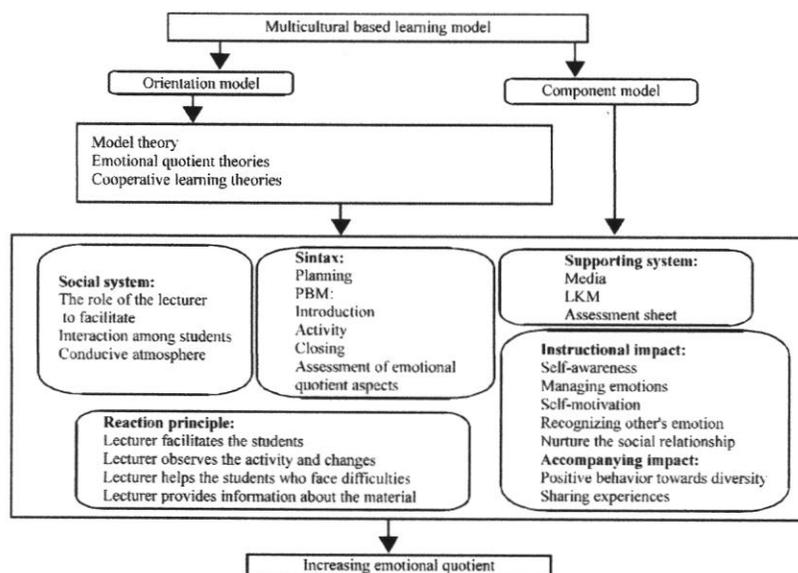


Fig. 1: Hypothetic model

Based on the principle above, the researcher took the main components and some basic principal of emotional quotient to develop the instruments or emotional quotient.

Cooperative learning model: Cooperative learning model is a learning model where the students study and cooperate in a heterogeneous group. In relation to this, Ismail mentioned 6 steps in cooperative learning model.

The first phase: Stating the goals and preparing the students. The teacher clarifies the purpose of cooperative learning. This is very crucial indeed as the students need to know clearly procedure and rules of the study.

The second phase: The teacher gave information as the informational content.

The third phase: The teacher should explain that the students should cooperate in the group. The finalizing work must be on behalf of group goals. Each member of the group has the responsibility to make the group goals achieved. In this phase, the most important thing is that there is no free rider or member(s) who relies on the task of the group to the rest.

The fourth phase: The teacher should accompany the teams to learn. Reminding about the task or homework and deadline of it. In this phase, the teacher's help is mostly related to guiding, giving instruction or asking other students to repeat what's been taught before.

The fifth phase: The teacher gave evaluation which is strongly consistent with the learning target.

The sixth phase: The teacher prepared the reward system for the students. There would be some various indicators and they were only creative when they are compared to one another. The cooperative reward structure will be given to a member which group is competing.

Multicultural based learning: Schools which function as the main character to develop the multicultural based learning at school with the lesson plan by Laurencia (2013) are as follows.

Developing innovative multicultural based learning which categorized as characteristic evaluation. Students approach should more treated contextual learning through basic English multi model and method as well as multicultural based learning strategy multimedia multi learning source multi evaluation covering knowledge, attitude, skills (Fig. 1).

Developing multicultural based learning covering formulating the concept of multicultural based learning for the subject of learning covering 3 most important factors, i.e., knowledge, skills and disposition. Placing the teacher as the director of learning in applying multicultural approach) analysis toward various students background developing the multicultural based learning materials.

Organizing the multicultural based learning plan through 4 stages, i.e., content analysis; setting analysis; content organizing multicultural based learning model. This multicultural based learning could be applied at in

order for the students to understand the 'variety'. Through multicultural based learning, the mindset and attitude of the students could be changed and thus they could appreciate the 'variety'. The realization of multicultural based learning in education is applied in order for them to admit, receive and stress or emphasize the similarity or difference particularly in terms of culture, gender, racial and social class. This learning type is very important to avoid or minimize the segmentation or inferiority feeling within the students.

MATERIALS AND METHODS

This research analyzed how effective the multicultural based learning model was in terms of enhancing the emotional quotient of the students of Jaffray Theology Academy of Makassar. The subject if the result were 24 students selected based on the their origin of 12 different places or provinces in Indonesia ranging from Papua, Maluku, East Nusa Tenggara Bal, North Sulawesi, West Sulawesi, South Sulawesi, East Kalimantan, West Kalimantan, West Java and North Sulawesi.

The data colleting technique of this research was the students of 4 coming from different origins. These students then discussed the topic selected by the lecturer. They were also given the chance to talk ad write on the worksheet. The worksheet consisted of the questions on 5 aspects of emotional quotient and the indicators of 68 questions. The result of the discussion was then analyzed comparatively and descriptively to see the emotional quotient enhancement.

RESULTS AND DISCUSSION

The influence of multicultural based cooperative learning in enhancing and uplifting self-awareness: This multicultural based cooperative learning model triggered the students to give some real example of their origin and lead them to appreciate other cultures as well. They gave information on the importance of self-awareness and recognizing the signs or signals of the nature and become more conscious and alert of them.

This research showed that most of the students have become acutely aware on their emotion even though some others are not. Dewi (2012) stated that in line with the ability of managing the emotion, the students who are not able to control their emotion are easily distracted by conflict, less control over their emotion, anger and experience enduring stress as well.

This multicultural based cooperative learning model gives valuable information on the level of tolerance of the students. Learning about tolerance and emotional control would be an asset for students particularly in terms

of enhancing emotional quotient n facing day to day lives. In this skill of reflection, they focused on the action and how to give proper solution. This multicultural based cooperative learning model showed that the students possess accurate assessment and judgment on their ability to assess themselves.

The influence of multicultural based cooperative learning model in relation to enhancing the skills of self-control or self-management: This multicultural based cooperative learning model showed the reality of the students on how they express their anger or frustration. There were positive yet a few of those were negative. This multicultural based cooperative learning model as well implied how they cooperated positively with other people as well as how they controlled their stress, anger, emotion, etc., in addition,

This multicultural based cooperative learning model also explained the enthusiasm, joy, happiness and gratitude of them. These are the quality they should possess. Some of them express it in introvert way while others express it in a cheerful way.

This multicultural based cooperative learning model also showed that when the students were trying to prove who's correct, they would just indeed waste their valuable time and distract the relationship. This multicultural based cooperative learning model taught them a lot about how to manage their anger, fear, temperament and many other kinds of emotions.

This multicultural based cooperative learning model is as well beneficial for them to deal with unexpected situation and become more responsible for the environment. They would learn how to improve the existing condition, give ideas, suggestions and any other positive forms.

In this multicultural based cooperative learning model, most of the students stated positive statements. However, most importantly is the honest or true answer. Most of them stated that they could go through tough days and realize that they were only temporarily and should take some valuable lessons from the experience they went through. However, there were a few of students who couldn't deal with the emotion and blamed themselves or gave up or escaped from the problems or showed the inability to the situation that triggered other to show pity on them.

The explanation stated by the students were also revealed the fact that they become more cautious with the tone when communication with others. They could as well express their thought out the strategies and effort in pursuit of positive result. For sure, there is always negative tendency in every case.

The influence of multicultural based cooperative learning model in enhancing the empathy: This multicultural based

cooperative learning model showed that the students gave example when asking or hearing to others, asked to clarifying the questions, raise questions and listen to others to comprehend and understand the information. They showed that listening could help them understand others better; even if they didn't agree on they still show some respect and express their different opinion properly and politely.

They listened to others not to prove that they were correct but to understand how others feel. By building good listening habit, they learn how to control their emotion and comprehend more on values, norms, basic principle and how others might react or respond if they were in that position.

By using this multicultural based cooperative learning model, it is found that the students had shown better service and attitude in helping others. Assisting means that helping others when they were in need and showed some empathy toward others.

The influence of multicultural based cooperative learning model in enhancing the social skills:

This multicultural based cooperative learning model showed the proof that the students could take active steps and effort in building the relationship with others. The real proofs are when they were able to greet others, said good morning, asking whether they could help with anything, listened to others better, invited others, asking for the suggestions, followed up with the commitment, involved others into meeting and found the ways to help others better as well.

This multicultural based cooperative learning model showed that the time when the students intentionally looked for the ideas or suggestion from someone else. This multicultural based cooperative learning model enables the students to as well find better solution, how to deal with the conflict and put their opponent in more comfortable way.

This multicultural based cooperative learning model revealed that the students were capable of explaining the importance of key individual and use the tactics or strategies to support or get support from others. They also realized that for every different idea required different approach as well to stay in line and to stay positive.

Multicultural based cooperative learning model in enhancing the personal influence and self awareness:

Self-confidence should be distinguished from arrogance. From this research, the students who were arrogant would

easily be seen from their argumentative expression. While for the confident ones, they tend to show some keen interest on other people's job, problem like to listen to other people and saw life in a more holistic way. The students who are confident are as well making balance decision. While for those who are not would find it difficult to make better decision in their lives.

By using this learning model, the students showed better improvement on work productivity, punctuality or service to other people. The students who were independent could change things under their control.

CONCLUSION

Multicultural based cooperative learning model toward the emotional quotient has significant effect and influence toward the enhancement of student's emotional intelligence. Therefore, it is recommended to the lecturers and principals to apply and implement this multicultural based cooperative learning model in boarder extent either in terms of class implementation or school.

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