

The Significance Influence of Violin Extracurricular Achievement to the Emotional Intelligence

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ABSTRACT

This research aims to find out (1) whether there is an influence between student's achievements of learning violin towards their emotional intelligence, (2) whether there is a correlation between student's achievement of learning violin and their emotional intelligence, and (3) how much the contribution of learning violin student's achievement has towards their emotional intelligence. It is a qualitative research which is defined as a research method based on positivism philosophy which is used to study particular sample and population. It decides sample and population randomly, uses research instrument to collect the data, and the data analysis is statistical which aims to examine hypothesis defined. The finding shows that there is a significant influence between student's achievement of learning violin and their emotional intelligence, which is 76.1% while the rest of it, 23.9%, is influenced by other factors which are not studied in this research. It proves that learning violin influences student's emotional intelligence very much and emotional intelligence is influential in increasing student's achievement. From that proves, it suggest most of students participate in violin extracurricular to increase their achievement.

Key words: achievement, a violin, emotional intelligence.

A. INTRODUCTION

One of government's efforts to educate the nations is by education. Education plays an important role to guarantee long life of the nation and the country. The constitutional foundation of education has been clearly stated in the Preamble of the 1945 Constitution of the Republic of Indonesia that one of the main goals of the Republic is to establish intelligent life of the nation. Thus, education is an effort to improve and develop the quality of human resources.

Supratiknya (2005) believed that music is important because it is a good thing, music is a part of life and one of human culture magnificent, by developing the music the best of it will be gained. Music can be affective in an academic field through forming of learning pattern, overcoming bored, avoiding a disturbing-external-noise. In addition, music makes us feel

powerful, confidence, reduce sorrow, erase anger, relieve stress, and reduce fear and worry. Music should be introduced in the very beginning so it is able to stimulate a music genre that can develop the students' intelligence, it is classic music which is played by using violin at extracurricular program.

The skills of reading a violin notation can improve the students' understanding in terms of training their emotional intelligence. In practical, reading music notation means that the students have already had their loved-song-book. Besides, they have to understand music elements that have been discussed through music theory, have sense and a strong enough rhythm. The students are able to read the rhythm pattern in the notation in which using music notation, and also they have to have a strong imagination of the tone, so that they can play the song with its tone, notation, and appropriate melody.

Some skills above can be gained to train the students' emotional intelligence by playing or using the learning aids in a music extracurricular program at school, as the instrument is a violin because the students are easier to feel the song so the result will be better. In fact, while having a violin extracurricular program, the time is limited. In contrary, in learning violin through reading the notation needs a theoretical understanding about music notation. For the time is limited so the students are supposed to study it at home to train their intelligence.

Learning will result some changes in a person. To find out how far the changes are there must be an assessment. This kind of assessment to measure how far their achievement of learning is, called the result of learning.

Learning process at school is one of complex and whole process. Many people argue that to get the highest achievement in terms of education, people should have high Intelligence Quotient (IQ), that intelligence quotient (IQ) is a potential that will help the students to gain the optimal result. Binet in Winkel (1997) stated that the nature of intelligence is the ability to state and defend one aim, to adjust in terms of gaining the goal, and to do self assessment critically and objectively.

In fact, in teaching-learning process at school we often find many students who couldn't gain their achievement as equal as their intelligence. Some students have a high intelligence but on the other hand their achievement are relatively low. In contrary, there are some students who have relatively low intelligence but could achieve good achievements. Grade of intelligence is not the only factor that determines a successful person. There are other factors that determine the

case. Goleman (2000) argued, someone's intelligence (IQ) only represents 20% of his/ her success, while the other 80% are presented by other factors such as, EQ. Emotional Quotient (EQ) is the ability to motivate his/ herself, overcome frustration, control a desire, control mood, and the ability to cooperate with others.

An IQ learning process could not function well without any participation of emotional senses toward the lesson that is delivered. However, those two intelligences will complete each other. The balance of IQ and EQ are the students' success key at school (Goleman). Education at school not only need to develop rational intelligence, in which a model that is usually understood by students, but also emotional intelligence of the students.

The result of some researches in University of Vermont about analysis of human brain neurology structure and behavior research by LeDoux (1970) show that in a very important even in people's life, EQ will come first before rational intelligence. A good EQ can determine individual success in academic achievement to build a carrier, develop a harmony relationship between husband and wife, and to reduce an aggressive attitude of teenagers (Goleman).

It is undeniable fact that for those who have low IQ and mental backwardness will be difficult, even they cannot follow their formal education for their age. However, in fact, a few people with high IQ having low educational achievement and vice versa.

The occurrence of emotional intelligence term in education, for most people perhaps can be defined as the answer of the gaffe. Daniel Goleman according to his book defined a new definition of intelligence. Although EQ is relatively a new thing compare to IQ, but some researches indicated that emotional question is also important compare to IQ (Goleman, 2002).

Based on Goleman (2002), emotional intelligence is someone's ability to manage his/ her emotional life and to keep the appropriateness of emotion and its expression through skills, self realization, self control, self motivation, empathy, and social skills.

Goleman stated that especially for those who have high intelligences, they tend to be worry without any reason, too critical, fussy, introvert, and hard to express annoyance and anger appropriately. If it is supported by a low emotional intelligence, so those people tend to be troublemakers. Parallel with characteristics above so they tend to be seen as a hard person, inadaptable, insensitive with surrounding, difficult to trust anyone else, and tend to easily to give up if get stress. In contrary with those who have high IQ, those who have average IQ but have high intelligence.

Waligito (1993) divided some factors that influence the emotional intelligence, those are: (1) internal factor, is a factor within individual that influences the emotional intelligence. This internal factor has two sources, physically and psychology. In terms of physically, it means that physical factor and individual health. If someone's physic and psychology are disturbed, perhaps it can influence his/ her emotional intelligence. Moreover, in terms of psychology, it consists of experience, feeling, senses, thinking ability and motivation. (2) External factor including: (a) stimuli itself, the stimuli saturation is a factor that influence the success of someone in organizing his/ her intelligence without distortion. (b) Environment or situation especially the one that becomes the background of emotional intelligence process. Environmental object as the background of the situation is a unity that cannot be separated.

A school that held an orchestra extracurricular is SMP DomenicoSavio, Semarang, so the researcher directly visited the school to make sure the news. In fact, it is true that at the school is held an orchestra program. Instruments that are played are violin, cello, piano, and classical guitar. The teaching-learning process is divided in different rooms depends on the instrument used. However, even though the activities are held in different rooms, the material given is similar, with the same song title, that has been arrangement before based on the agreement of the couches. In a particular time, they will play the instruments together. In this case, the researcher was very interested to the teaching-learning process of orchestra extracurricular program in SMP DomenicoSavio Semarang especially violin.

Catharina, Tri Anni (2007) stated that the result of learning process is an attitude that is gained by the learner after having the learning process. The gained of the aspect depends on what they learn. Thus, when the learner learned about concept, the change of attitude gained is the mastery of the concept. In terms of learning process, the change of learner's attitude that should be gained after having the learning activity can be formulated as the goal of learning. The formulation of learning aim is the result that is wanted by the learner, and it is rather complicated compare to the others aim because the aim of learning process cannot be measure directly. The aim of learning process is a form of hope that is communicated through statement by showing the changes that is wanted by the learners after finishing the experience of learning.

What is meant by the result of learning violin is a result from maximum effort in learning violin so that the learner gain a change from the phase that the learner cannot play the violin into

the phase that the learner can play the violin. It can be measured by using some indicators including reading rhythm and melody.

Extracurricular is an activity of learning that is held outside of formal teaching-learning process, indoor or outdoor. This activity gives skills that are not included in the curriculum. This activity is held to develop the students' talent, interest, and creativity so it can produce a skillful person and independent in a case of art lesson especially music. This activity is one of a suggested activity because the consideration activity in which emphasize on appreciation, limited time and the program to hold the show, needs a proper solution by holding the extracurricular program, and aim to develop and settle the students' knowledge especially in a talent development, interest and skill to create art work, and having the characteristics of consisting the material given before.

Based on the explanation above, thus the researcher was interested in doing a research entitle "*The Significance of Violin Extracurricular Achievement to the Emotional Intelligence in SMP DominicoSavio, Semarang*".

The result of the research is hoped to give contribution to (1) teacher by helping to improve the quality of the school and can be used as the reference for the teachers who need it, (2) students by giving motivation to participate in an extracurricular activity and students are supposed to increase their motivation and learning achievement, (3) can be used as a media for the school to improve the knowledge of the violin influence toward students' intelligence.

The result of learning violin is needed to achieve emotional intelligence optimally. If someone is seriously and optimally learn a violin so he/ she probably has an optimal emotional intelligence. Many theories have been argued by specialist about emotional intelligence, it can be assumed that there is a correlation, relation, and contribution of extracurricular learning result of violin toward students' emotional intelligence in SMP DomenicoSavio, Semarang.

B. DISCUSSION

1. The correlation between learning violin and emotional intelligence

Based on the analysis, the early hypothesis that is stated as "there is a correlation between learning violin and emotional intelligence" is accepted. Thus, by accepting the hypothesis it can be inferred that there is a significance correlation, it means that higher the result of learning violin, higher the emotional intelligence will be in SMP DomenicoSavio, Semarang.

2. The significance influence of learning violin toward emotional intelligence

Referring to the analysis above, from the calculation it can be seen that $Y = 62,852 + 1,052X$ which means if a variable of violin extracurricular program in SMP DomenicoSavio Semarang is higher one point so the students' emotional intelligence who learn violin in SMP DomenicoSavio Semarang will be higher 1.052 point in constant point of 62,852. It shows that the increase of learning violin will give influence of the increase of emotional intelligence. Hence, learning violin can influence to emotional intelligence.

3. Contribution of learning violin toward emotional intelligence of the students on SMP DomenicoSavio, Semarang.

Based on the analysis, it presents that the determination coefficient (r^2) is equal 76,1%, which means that the emotional intelligence is equal 76.1% that is determined by the result of learning violin, and the rest is determined by another factor that is not directly influenced to the research.

Emotional intelligence can be increased by developing a high commitment of self development. Emotional intelligence is a psychological ability in understanding and using emotional information. As an individual, we have a different ability in doing something since we were born and we can learn from our life the ways to make our emotional intelligence be better through practices and experiences. However, the variable of violin extracurricular in SMP DomenicoSavio Semarang gives significance influence toward the students' emotional intelligence that clearly can be seen from the data analysis $t_{hitung} > t_{tabel}$ equal (7.579 > 2.00), and the simultaneously contribution from variable of violin extracurricular 76.1% in which it shows that violin extracurricular in SMP DomenicoSavio Semarang has influence on students learning activity as many as 76.1%.

Based on regression coefficient that signs positive, it shows that there is a positive relation between the result of extracurricular activity and emotional intelligence of violin in SMP DomenicoSavio Semarang. According to the research analysis that $Y = 62.852 + 1.052X_1$ means that the result of learning (X) increases one point, so the emotional intelligence of the students who learn violin in SMP DomenicoSavio Semarang will also increase (1.052) and vice versa. If the result of learning is lower one point, so the emotional intelligence of the students who learn violin in SMP DomenicoSavio Semarang will also decrease (1.052). The other 39% factors are the factors that influence the result of learning violin. Those factors based on physical and physiological aspect. Physical aspect is an aspect that is influenced by body health of the

individual. If someone's physical and soundness are disturbed, perhaps it can influence the emotional process. Psychological aspect consists of experiences, feeling, ability to think, motivation, and environmental factor. Thus, the researcher invites the reader to do other research relates to those factors.

C. CONCLUSION

According to the result of the research and the discussion above, it can be conclude that: (1) there is a significance influence between the result of violin extracurricular and tje students' emotinal intelligence in SMP Domenico Savio Semarang, (2) there is a significance relation between violin extracurricular and tje students' emotinal intelligence in SMP Domenico Savio Semarang, and (3) the contribution given by the result of violin extracurricular toward students'emotional intelligence in SMP Domenico Savio Semarang is 76.1% and the rest 23.9% is influenced by another factors that are not taken into account in this research

It can be proven that learning a violin is very iportant in giving an influence toward emotional intelligence and it is verry important in giving influence in increasing students' achievement. By those evidences, the resercher suggests that almost of the students are supposed to participate in violin extracurricular to develop their achievement in terms of academic. To gain the best result, the researcher suggests: (1) teacher should give motivation to the students who join and participate in violin extracurricular, (2) teacher should give reward for those who have high achievements in the extracurricular activity, (3) school should hold a home concert so it will be esiaer to attract oher students to participate in a violin extracurricular. Hence, by these activities can produce the students with good achivement.

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BIODATA



Nafik salafiyah born in Semarang Central Java district on 2 March 1989. He has a degree S.Pd and is now being studied in the graduate art institute of Yogyakarta Indonesia. however, he worked as a lecturer in the department sendratsik Semarang State University from 2012 until now. Major field is the musical instrument violin. proof of his love of the violin that he was doing research on interdisciplinary psychology is the title of the object is biola.dengan music influence learning outcomes extracurricular fiddle to junior high school students emotional intelligence Domenico Savio Semarang

DISCRIPTION

The learning process in schools is a complex process and thorough nature. Many people are of the opinion that in order to achieve high achievement in the study, one must have the Intelligence Quotient (IQ) is high, because intelligence is a potential stock which will facilitate learning and in turn will result in optimal learning results. In fact, in the teaching-learning process in schools often found many students were not able to achieve equivalent learning achievement with intelligence capabilities. There are students who have high intelligence but the ability to obtain a relatively low learning achievement. However, there are students that despite relatively low intelligence capability, can achieve a relatively high learning achievement. Level of intelligence is not the only factor that determines the success of a person, because there are other factors that influence. Relative to the researchers tried to correlate with an activity to play a musical instrument is the violin. (1) whether there is influence learning outcomes violin on emotional intelligence, (2) whether there is a relationship between learning outcomes violin on emotional intelligence, (3) the contribution of the results of learning the violin on emotional intelligence. Based on the research and discussion that has been presented in the previous section it can be concluded that : (1) that a significant difference between the results of extracurricular learning violin to students of emotional intelligence, (2) There is a significant relationship between extracurricular learning outcomes of students with emotional intelligence, (3) Large contributions between extracurricular learning outcomes violin on emotional intelligence 76.1 students, while the remaining 23, 9 % is influenced by other factors not examined in this study.

