

Application of Debate Learning Method to Improve Students' Emotional Intelligence

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Abstract

Elementary school children's language skills can be improved through the debate method. This method involves students in active discussions, which encourages speaking and critical thinking skills. In a debate, students are divided into pro and con groups, where they learn to present arguments logically and politely. This process not only improves speaking skills, but also builds children's self-confidence and social skills. Thus, debate becomes an effective tool in language and communication development at the elementary school level. The main problem of this research is the use of methods applied in previous classes that are monotonous, resulting in learning that looks boring and does not involve students directly, so that it has an impact on low social interaction skills of students in the classroom. The research used in this study is a literature review. The findings and materials of this research were obtained from reference materials to be used as a basis for research activities. This study aims to (1) discuss the application of debate learning methods in Civics subjects which aim to improve students' social interaction skills, (2) develop critical thinking methods for children, learn to analyze information, construct arguments, and consider different points of view, which strengthens their critical thinking skills, (3) help students manage emotions and express opinions productively, and create a healthy discussion environment. The results of the study showed that there were differences in the emotional intelligence of students in PKn learning before and after receiving the treatment of the application of the debate method. This means that PKn learning using the debate method can improve students' emotional intelligence. By taking the assumption of constructivism and Piaget's cognitive theory, the debate method is able to develop the cognitive, emotional, and language aspects of students. The process of social interaction in learning activities has built an active learning process that has an impact on the development of logical and systematic thinking, being able to think abstractly, having good emotional and language skills, concentrating on learning, being respectful of oneself and others.

Keyword: Debate Learning Method, Social Interaction Skills

1. INTRODUCTION

According to (Silberman, 2015) the debate method is included in active learning, its advantages are in the strength in arousing the mental courage of students when they argue both in class and outside the classroom. So that it can encourage students to actively work together and compete in learning. In addition, it can also help students gain knowledge, skills and attitudes actively help stimulate class discussions, make the class atmosphere that was previously passive become active, it is expected to increase student activity such as being involved in solving problems, asking questions if they find difficulties, searching for information independently, and others. The application of this debate method is carried out to support the 21st century education paradigm, which is supported by various existing advantages, one of which is that this method can help teachers in increasing the effectiveness of learning (Wijayanto, 2017). Speaking is the ability to pronounce articulated sounds or words to express, state or convey thoughts, ideas and feelings (Tarigan, 2013). From the definition above, it can be said that speaking is the ability to convey messages through spoken language that is more than just words or sounds. In speaking, there are ideas that are arranged and developed based on the needs of the listener and audience. In this case, speaking can be used for two things, the first is to express ideas, feelings, imagination, and also to increase knowledge, broaden

the horizons of elementary school students' experiences. Speaking skills are skills that support other language skills such as listening, reading and writing. For example, speaking activities are always followed by listening activities. Speaking skills are mechanical skills. So the more you practice speaking, the more you will master the speaking skill since elementary school. No one is immediately skilled at speaking without going through a training process because speaking is a behavior that must be learned, then it can be mastered. According to Gooleman's (1998) explanation, the five basic components of students' emotional intelligence are as follows.

1. Self-awareness (Self-recognition), namely being able to recognize emotions and the causes of those emotional triggers
2. Self-regulation (self-control), namely someone who has good self-knowledge can be more controlled in making actions to be more careful.
3. Self-motivation (self-motivation)
4. Empathy is the ability to recognize other people's feelings and feel what other people feel if they were in that position.
5. Effective Relationship (Effective relationship) namely with the presence of these four abilities, a person can communicate with others effectively without feeling angry, emotional, and resentful.

Of the five indicators of emotional intelligence can be developed in the learning process. Salovey and Mayer (Lopez, 2003) explain that emotional intelligence can be achieved or improved through learning and experience. Experience and education obtained early on will affect the formation of children's competition in emotional aspects. So it is recommended to accustom children to think critically, learn to solve their own problems, teach children to organize strategies in an effort to find solutions to problems. In the learning activity, besides improving thinking skills, it also improves emotional skills. This is where the importance of developing emotional intelligence in the learning process lies, and emotional intelligence can be done starting from pre-school age or at least since elementary school age (Ibrahim, 2001). As for emotional intelligence or Emotional Quotient (EQ) is an individual's ability to accept, assess, manage, and control the emotions of themselves and others around them (Priatini, Latifah, & Guhardja, 2008).

Then intelligence refers to the ability to provide reasons for a relationship. In recent research, emotional intelligence (EQ) is considered as a potential that is no less important than intellectual intelligence (IQ) and a study explains that emotional intelligence is twice as important as intellectual intelligence in contributing to a person's success (Gusniwati, 2015; Thaib, 2013). Daniel Gooleman in (Mashall, 2001) explains that emotional intelligence allows individuals to decide something appropriately based on the situation and conditions, and spiritual intelligence directs the individual's awareness of where and in what situation he is. At first glance, it can be assumed that human intelligence becomes perfect with the potential for spiritual intelligence (Spiritual Quotient/ SQ). Spiritual intelligence is the intelligence to face problems and solve issues of meaning and value in life, namely the intelligence to place behavior in the context of broader meaning, so that spiritual intelligence becomes the basic foundation needed to function IQ and EQ effectively. In relation to efforts to develop emotional and spiritual intelligence (ESQ), private educational institutions are more likely to be used as research objects by considering that private education has an educational orientation that tends to be more specific to the development of emotional and spiritual intelligence, by providing students with lessons that can support the growth of emotional and spiritual intelligence, such as civic education lessons using the debate method.

2. RESEARCH METHODOLOGY

The research method used in this study is the literature review study method. The findings and materials of this research are obtained from reference materials to be used as a basis for research activities. Literature review contains reviews, summaries, and thoughts of the author about several library sources (articles, books, slides, information from the internet, etc.) about the topic discussed. This literature review is relevant, up-to-date, and adequate. Theoretical basis, theoretical review, and literature review are some ways to conduct research.

3. RESULT AND DISCUSSION

The results of the study showed that there was a difference in the emotional intelligence of students in PKn learning before and after receiving the treatment of the application of the debate method from an average score of 3.01 or 60.29 percent to 3.64 or 72.77 percent. This means that PKn learning using the

debate method can improve students' emotional intelligence. By taking the assumption of constructivism and Piaget's cognitive theory, the debate method is able to develop the cognitive, emotional, and language aspects of students. The process of social interaction in learning activities has built an active learning process that has an impact on the development of logical and systematic thinking, being able to think abstractly, having good emotional and language skills, concentrating on learning, being respectful of oneself and others. In terms of language and emotion, the debate method is able to contribute to the mental development of students in practicing transforming and processing information through the process of thinking using logic in order to find solutions to problems and discover new things. At this elementary school age, children begin to learn to control and control their emotional expressions. The characteristics of stable (healthy) emotions according to (Yusuf LN, 2005) are characterized by showing a cheerful face, getting along with friends well, being able to concentrate on learning, being respectful (appreciating) towards themselves and others. With this debate method, students are able to increase their self-confidence. According to (Hall, 2016) the aspects of the benefits of the debate method are:

1. Train and stimulate students to think critically
2. Train students to express their opinions well and correctly
3. Searching for the truth on topics that are currently hot or are current issues
4. Train yourself to understand the thought processes of other people who are at odds with you.
5. Train students to develop new ideas or concepts from the results of student studies.
6. Stimulating research into controversial topics
7. Learn to think systematically and analytically and learn to communicate the results of your thinking to others.

Emotional intelligence which is the topic of this research refers to indicators of the ability to manage one's emotions, the ability to recognize one's emotions, the ability to motivate oneself, the ability to empathize, and the ability to build relationships with others. In Goleman's language (2002) *Self-awareness*, namely being able to recognize emotions and the causes of those emotional triggers. *Self-regulation* (self-control), namely someone who has good self-knowledge can be more controlled in making actions to be more careful. *Self motivation*, *Empathy*, which is the ability to recognize other people's feelings and feel what other people feel and *Effective Relationships*. Teachers must have knowledge about strategies in developing students' emotional intelligence. Educators, especially teachers and parents, must not ignore the important needs required by a child, children's needs starting from physical and spiritual need to be considered (Kistoro, 2014). And spiritual needs are very important in guiding children since elementary school, such as affection, security, appreciation of learning, connecting with the wider world (developing oneself), actualizing oneself, and others. And most importantly in balancing intellectual abilities and emotional abilities, educators must balance them with spiritual needs, because spiritual intelligence is a control function for physical and spiritual development. Thus, *multiple intelligence* can go hand in hand in efforts to develop children's intelligence, both in studies and in preparing for their future.

The results of the study also show that mentally, the debate method is in line with the objectives of Civics learning, namely that students are trained to improve emotional, intellectual and social aspects (Fathurrohman, 2014). This is in line with Goleman's opinion (Sulhan, 2015), that emotional intelligence is one of several multiple intelligences *that* are potentially possessed by each individual because it will support students' learning outcomes, because they will be able to control themselves well in following the learning process and have a high awareness of learning. This is what will be a great capital for students to achieve learning outcomes. Several studies have shown that low emotional intelligence scores are positively correlated with a person's negative behavior (Petrides, 2006), and the results of Smith and Walden's research (Ulutas, 2007) show that children who have bad behavior show bad emotions, act quickly based on their emotions, and are not sensitive to other people's feelings, have a tendency to hurt and be hostile to others. On the other hand, for children who have good emotional intelligence they can face life's challenges and emotions better. Goleman explains that emotional intelligence contributes 80% to a person's success, and 20% of intellectual intelligence (Sulhan, 2015). Many fail to solve problems that only rely on intellectual abilities without being equipped with strong emotional intelligence (Syahmuharnis, 2017), meaning that both must be developed in line. Emotional Intelligence is believed to have an important role in the life of every individual and greatly influences human behavior both personally and socially through intellectual intelligence. Goleman (2002) describes the results of his research as stating

that emotional intelligence is a person's ability to regulate their emotional life with intelligence, emotional harmony and expression.

This means that emotional intelligence can only be active in someone who has intellectual intelligence. So that both can be obtained by students through the learning process. To hone both abilities, a learning process is needed that leads to increasing individual competence in intellectual and emotional aspects. The balance between the two needs to be stimulated so that students become smart, creative, able to control emotions, can motivate themselves, and are independent. One of the important constructivist assumptions related to active learning is that teachers must build an active learning process by prioritizing the process of social interaction in the classroom, thus there is an effort made by students to practice solving problems and collaborating with peers (Schunk, 2012). In elementary school children, according to Piaget's cognitive theory (Latifa, 2017), the debate method is one of the media for students to practice so that their thinking becomes logical, systematic, able to think abstractly, and able to draw conclusions from information obtained when interacting socially between peers. Children are required to always be active and creative, in this case teachers must also play an active role in finding learning activities that can overcome students' emotional stability. Teachers on the other hand have the ability to choose the right method. Speaking learning in elementary schools can be carried out with various methods. Each method of learning to speak has its own advantages and disadvantages. Teachers can choose one combining various methods according to the conditions of the students and the availability of facilities. Through this research, it is expected to provide reinforcement to teachers and parents to pay attention to the emotional development of students through the learning process so that they can minimize negative behavior in children, and help students become good citizens in rational (intellectual), spiritual, emotional, and social dimensions. So that it has an impact on increasing in recognizing and managing one's emotions, motivating oneself, empathy, and learning to build social relationships with others. This is an indicator of emotional intelligence according to Gooleman (2002).

So we as teachers can practice this debate method learning in the classroom in civic education (PKN) lessons because in addition to training debate language skills, it also trains self-confidence by training students to continue to defend their opinions, opinions, and arguments, and trying to convince the opposing parties with their opinions accompanied by evidence that has previously been researched and reviewed constructively. Therefore, teachers are advised to optimize several preparations, including the formation of more heterogeneous pro and con groups so that group interactions and dynamics run better. In addition, teachers are also advised to foster and train students' social skills to be better, including through the application of better learning methods so that students' social skills improve better. Thus, teachers must have knowledge about strategies in developing students' emotional intelligence. Educators, especially teachers, must not ignore the important needs required by a child. Children's physical and spiritual needs need to be considered (Kistoro, 2014). And spiritual needs are very important in guiding children at the earliest age, such as affection, security, appreciation, learning, connecting with the wider world (developing oneself), actualizing oneself, and others. And most importantly in balancing intellectual abilities and emotional abilities, educators must balance them with spiritual needs, because spiritual intelligence is a control function for physical and spiritual development. Thus, multiple intelligence can go hand in hand in efforts to develop children's emotional intelligence, both in their studies and in preparing for their future.

4. CONCLUSION

The debate learning method has a positive effect on the emotional intelligence of elementary school students. This study shows that after implementing the debate method, students experienced a significant increase in their ability to manage emotions, empathize, and communicate. Through social interaction in debate, students learn to express and control their emotions. Thus, the debate method not only improves academic ability but also helps students understand and manage their emotions better. Method is able to contribute to the mental development of students in practicing transforming and processing information through the process of thinking using logic in order to find solutions to problems and discover new things. At this elementary school age, children begin to learn to control and control their emotional expressions. The characteristics of stable (healthy) emotions according to (Yusuf LN, 2005) are characterized by showing a cheerful face, getting along with friends well, being able to concentrate on learning, being respectful (appreciating) towards themselves and others. With this debate method, students are able to

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