

Influence of Sociodrama on the Emotional Intelligence of Preschool Children

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The influence of socio-drama on preschool children in increasing their emotional intelligence was analysed, including the effectiveness of the game. Subjects were 5-6 years old children attending preschool class at 'Aisyiyah Bustanul Athfal kindergarten ($N = 22$). After attending six sessions of socio drama, the children's emotional intelligence was measured by test of emotional intelligence with Goleman's indicators. The children were tested, pre and post treatment, and t-test was applied. The results showed the value of $t = 7.160$ with $p = .000$ ($p < .01$). The result shows that socio drama can significantly contribute to children's emotional intelligence. It means that socio-drama is effective in enhancing preschool children's emotional intelligence.

Key words: emotional intelligence, socio-drama, preschool children

Telah dianalisis pengaruh sosiodrama terhadap kecerdasan emosi anak usia prasekolah untuk meningkatkan kecerdasan emosi mereka, termasuk efektivitas dari permainan tersebut. Para subjek adalah anak usia 5-6 tahun yang bersekolah di Taman Kanak-kanak 'Aisyiyah Bustanul Athfal Pringwulung ($N = 22$). Subjek mengikuti enam sesi sosiodrama. Setelah enam sesi, kecerdasan emosi anak-anak tersebut diukur menggunakan tes kecerdasan emosi dengan indikator kecerdasan emosi dari konsep Goleman. Tes tersebut diberikan melalui pre-test dan post-test. Analisis statistik yang digunakan untuk mengetahui pengaruh sosiodrama terhadap kecerdasan emosi anak usia prasekolah adalah uji-t. Hasil-hasil menunjukkan nilai t sebesar 7.160 dengan nilai $p = .000$ ($p < .01$). Hasil tersebut menyatakan bahwa sosiodrama memberikan kontribusi yang berarti bagi kecerdasan emosi anak. Hal ini berarti sosiodrama efektif dalam meningkatkan kecerdasan emosi anak usia prasekolah.

Kata kunci: kecerdasan emosi, sosiodrama, anak prasekolah

Children are young and prospective generation, but they basically can't develop and take care of themselves. They need somebody else and conducive environments to support them in order to be healthy, mentally and physically. Conducive environments will enable them to be grown optimally. In this case, the role of education in school is important besides that of family.

Some important aspects of growth on early-years require much attention. As a part of child intelligence, emotional intelligence is important to be developed on early-years. Current phenomenon shows that children tend to express emotional disorder.

According to Mulyadi (2004), indicators of such emotional disorder are that the children care, feel lonely, depressed, frustrated, act aggressively, and have low

self esteem. Pasiak (2007) mentioned that emotional disorder indicates lower emotional intelligence so that the children can not control their temper and to join with others, less open minded, less emphatic, sarcastic, and distrustful to others. It is because efforts of developing emotional intelligence for children are often neglected. Moreover, education institutions only focus on development of intelligence quotient.

Goleman (2000) indicated that intelligence quotient (IQ) contributes only 20% to success, whereas the remaining 80% is from other strengths, including emotional intelligence. Emotional intelligence consists of the ability to build self-motivation, to overcome frustration, to control nervous agitation, to manage mood, to be emphatic, and to join with others.

Emotional intelligence indicates individual's ability to manage his or her behavior particularly emotional behavior. Goleman (2002) also mentioned that emotional intelligence is influenced by achievement, behavior,

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