
Emotional Approach and Sharing Experiences in Learning and Teaching

**Zulfikar
Suzana**

STIE Pagaruyung - Batusangkar
Email: zulfikar.hc@gmail.com

ABSTRACT

To support the teaching and learning process to achieve maximum results, it takes some learning models and strategies. The indicator in the success of the student learning process is the final test score. Final Test is still a scary thing for the students. Many students feel unprepared when the test conducted. And this is a big question for teacher, why the students feel unprepared? To solve this problem need a model and strategy that fits in the learning process. One of them is Emotional Approach and Sharing Experiences in Learning and Teaching. With that models and strategies the students can easily receive the lessons and follow the process of learning as well as. The result students can feel comfortable with the teacher. To support this research authors use experimental methods. The purpose of this study are to explain emotional approach and sharing experiences is very important in learning and teaching process. This study also explains about emotional approach and sharing experiences has an impact on learning and teaching process.

Keywords: *Emotional Approach, Experiences, Learning, Teaching*

Introduction

In supporting of the learning process requires an integrated system. The system covers all the elements involved in the educational process. Starting from teachers, students, facilities and infrastructure, strategies, models and teaching methodologies. If one of the elements is not running well then the education system will not be maximized.

The current educational picture has been supported by professional teachers, facilities and infrastructure that is very supportive, teaching methodology is good but the result a lot of students get final test score still under the minimum scoring. One indicator to determine the effectiveness of the learning

and teaching process is from the assessment of the final exam and learning process. However, when the final exam is implemented the student feels he is not ready. Based on the description above and remembering the fact of unpreparedness of the students when will take the final exam, it is necessary some approaches and learning models that can make students feel comfortable. To overcome these problems one way that can be done is an emotional approach.

According to Yelis (2017) Emotional intelligence is a type of intelligence that is used to express emotions of understanding and coping with emotions. The emotional intelligence indicates the knowledge about

emotions and how this knowledge influences interpersonal relationship, and on the other hand, evaluation and emotional expression in a suitable and competence mood are as an indicator of the ability to recognition (Lyusin, 2006). Based on the description can be understood that emotional has a very important role in determining one's behavior. If a person has emotional intelligence then indirectly will affect the intellectual intelligence and skill.

According to Kelly (2010) Human behavior is fundamentally motivated by the propensity to approach appetitive while avoiding aversive stimuli and situation. Human behavior is closely related to emotions and the level of personal intelligence. Emotional responses to these stimuli serve as action dispositions, directing approach and avoidance behaviors (Carver et al., 2000). Action dispositions, directing approaches and avoidance behaviors are sequences of an intellectual intelligence sourced from emotions. Emotions can be shaped by culture and learning, but all humans possess the capacity to experience and perceive the same core set of emotion categories. (Lindquist, 2013)

From the above statement can be drawn a conclusion that emotional intelligence has a great influence on personal intelligence. With that fact, then a teacher must use an emotional approach to the students in teaching and learning process. To make an emotional approach to the student one way that can be taken is to be a good friend for students. When a teacher can make his position as a friend then the student is easy to get closer to the teacher. If the teachers and students are already close proximity then the emotional approach is easy to do. The end result students are able to action dispositions, directing approach and avoidance behaviors. A popular paradigm widely used to investigate the role of emotion on attention and cognition is the

emotional Stroop (Kathryn Fackrell et al., 2013).

In addition of emotional approach, one other way to support the learning and teaching process that the final goal is students are ready to be evaluated or taken the final exam, as teachers can use method of sharing experience. Sharing experiences is a process of transferring knowledge by story telling personal, telling a person's experience, a certain character's success story or giving a direct example. According to One important distinction for future work is the perception of emotions in others vs the experience of emotions by the subject.

Sharing experiences with others makes them more intense, whether they are good or bad, experts claim. And shared experiences are intensified even if they happen in silence, or with someone who an individual has only just met (Griffiths, 2014)

Experience Learning is a bold new initiative with the goal of transforming the educational experience for undergraduate and graduate students at the University of Tennessee. Specifically, it seeks to enhance students' development and educational experiences by providing more opportunities for experiential learning (<http://experiencelearning.utk.edu>).

By sharing experiences many things can be copied by students from their teachers. Application of this experience sharing method will make students motivated in doing something activity. This is caused by continuous stimulation will stimulate their mindset to do as exemplified. This is certainly a reference for a teacher to improve the quality of learners by combining the emotional approach.

From the explanation above can be concluded that the combination between emotional approach and experience sharing is a new breakthrough to produce students who have

good skills and knowledge and ready to face various kinds of exams. It is in accordance the purpose of this study are to explain emotional approach and sharing experiences is very important in learning and teaching process. This study also explains about emotional approach and sharing experiences has an impact on learning and teaching process.

Emosional Approach conducted in this research : 1. Caring, 2. Appreciate, 3. Democracy, 4. Empathy, 5. Flexible. While the method of sharing experiences provided story telling personal, telling a person's experience, a certain character's success story or giving a direct example.

Methodology

To support this research authors use experimental methods. According to Sugiono (2009) The experimental method is a research method used to find the effect of certain treatments on others in controlled conditions.

The experimental method is a way to find a causal relationship (causal relationship) between two factors that deliberately caused by the researchers by eliminating or reducing or setting aside other disturbing factors (Arikunto, 2006).

The experimental method is a study to find the effect of a specific action performed on the sample of research in a certain period of time to be bathed with other research samples that are not given action. Thus the results of the study can clearly illustrate the impact of the actions given during the study.

In this study the authors took samples from 28 students. 14 People became experimental groups and 14 became control groups.

Figure 1. Sampel Research

| No | Groups | Jumlah |
|-------|--------------|-------------|
| 1 | Experimental | 14 Students |
| 2 | Control | 14 Students |
| Total | | 28 Students |

For the experimental group the authors do not provide an emotional approach and experience sharing. The author only provides material in accordance with the standard of learning for approximately six classroom meetings. For the control group the authors provide an emotional approach and experience sharing. Before starting the experiment the author provides a pre test with the same exam questions.

Figure 2. Action Design

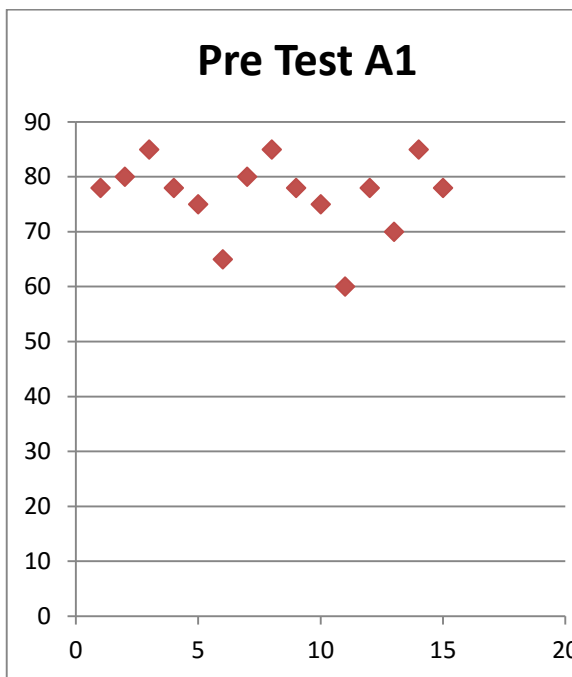
| Group | Pre Test | Treatment | Post Test |
|----------|----------|-----------|-----------|
| Exper... | A1 | X & Y | A2 |
| Control | B1 | - | B2 |

From the Action Design Picture above, the Pre Test are given to two groups with the same question test, then the experimental group given the treatments. But the control group is not. After six meetings class room were given a post test with the same question test to see what the outcome?.

Result and Discussion

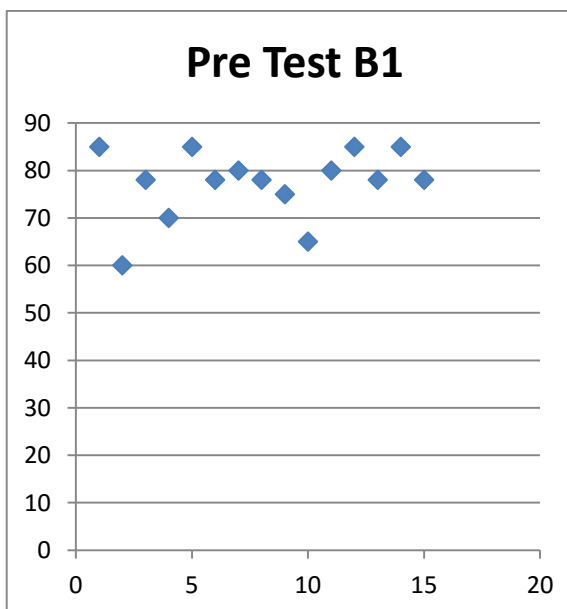
Before the action was given in this study, all the experimental and control groups were given a pre test with the same exam questions. From the results of research that has been done the results:

Figure 3. Pre Test Experimental Groups



From Figure 3. above can be seen that the maximum score and minimum of all student experimental groups. There are three students who have score 85 and two students have scores under 70.

Figure 4. Pre Test Control Groups

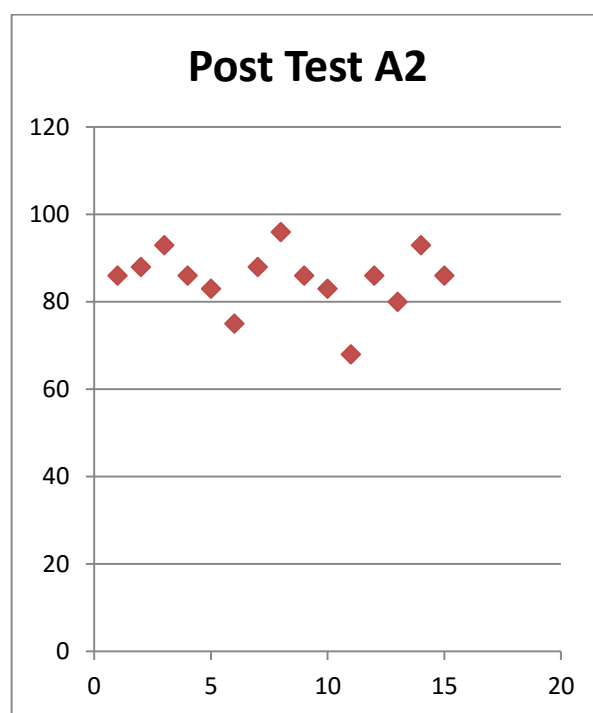


From Figure 4. above can be seen that the score all students in control groups. There are

four students who have score 85 and two students have scores under 70.

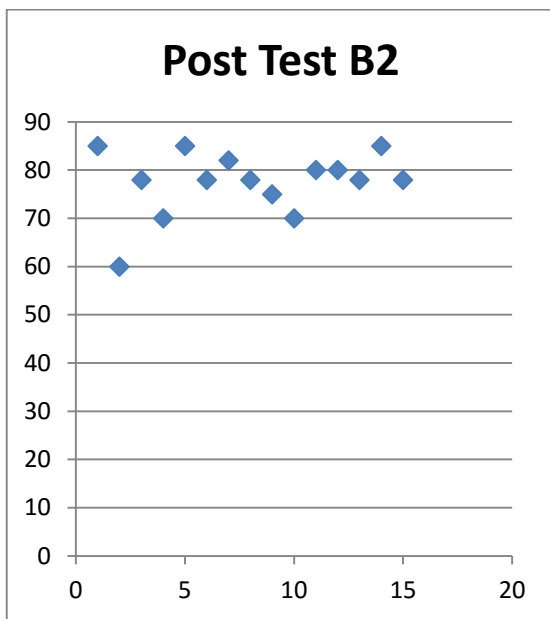
After pre test, the experimental group was given an emotional approach and shared experience. The control group was given conventional learning methods without an emotional approach and shared experience. The results can be seen from the picture below:

Figure 5. Post Test Experimental Groups



From Figure 5. above can be seen that the maximum score and minimum of al students. There are four students who have score above 85 and only one student have scores 70.

Figur 6. Post Test Control Groups



From Figure 6. above can be seen that the maximum score and minimum of all students. There are three students who have score 85 and two students have scores 70 and one students have score under 70

Conclusion

From the results of research conducted by the authors can be concluded that the emotional approach and sharing of experiences give impact to student exam results and mental readiness of students to get the best results. From the graph of post test test results can be seen that the value of students has increased approximately 10-15%. This means that an emotional approach and sharing of experiences can be applied in the learning and teaching process

Acknowledgement

Acknowledgments To Chairman STIE Pagaruyung Mrs. Suzana, S.E, M.Si and all STIE Pagaruyung academicians.

References

Arikunto Suharsimi, 2006, *Prosedur Penelitian Suatu Pendekatan Praktik*, Rineka Cipta, Jakarta

Carver, C.S (2009), Anger is an approach-related affect: evidence and implications. *Psychology* 65, 5-17

Kelly M. Naugle 2010. Emotional influences on locomotor behavior, *Jurnal Of Biomechanics*, 43, 3099-3103

Kristen A. Lindquist 2012. The Brain basis of emotion : A meta-analytic review, *Jurnal Behavioral and brain sciences*, 34,121-202

Lyusin, D. B. 2006. Emotional intelligence as a mixed construct. *Journal of Russian and East European Psychology*, 44(6), 54-68.

Sugiyono, 2009, *Metode Penelitian Bisnis Pendekatan Kuantitatif, Kualitatif, dan R&D*, Alfabet, Bandung

Tor D. Wager 2003. Valence, gender, and lateralization of functional brain anatomy in emotion: a meta-analysis of findings from neuroimaging. *NeuroImage*, 19, 513-531

Yeliz Sirin 2017, *Analysis Of The Relationship Between Styles Of Coping With Stress And Emotional Intelligence In Volleyball Coaches*, *Jurnal Of Arts, Science & Commerce*. Vol– VIII, 60–69 <http://experiencelearning.utk.edu> 1 September 2017

Sarah Griffiths, Published: 14:59 BST, 8 October 2014 <http://www.dailymail.co.uk/sciencetech/article-2785035/Sharing-experiences-makes-INTENSE-Carrying-tasks-group-amplifies-make-feel.html#ixzz4u3bIQiYC>